

# MOUTH OF THE RIVER

OYSTER RIVER HIGH SCHOOL   DURHAM, NH 03824   ISSUE FOUR   APRIL 9, 2013



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A LETTER FROM YOUR  
EDITOR IN CHIEF

Hola! Bonjour! Ciao! My name is Matthew and I have the pleasure of being the Editor in Chief of the school paper Mouth of the River (MOR) this year! Welcome to the wonderful world of journalism and the students behind the most powerful newspaper in ORHS. With 12 staff members we cover 4 topics News, Features, Op-Ed and Sports. As the Editor of the paper I help keep things running and have the final say on what is printed bowing down only to the divine deity Archmage Shawn Kelly Ph.D., MD, DDS, Esquire.

Mouth of the River bridges the gap between what’s happening in the school and getting this information to the school’s students. Be it a sports article or a feature the paper serves an important role informing students about events in our little bubble. Being brash is part of the job and sometimes we will print something that not everybody agrees with, but it’s important to show every side of a story.

As the school’s most powerful newspaper we strive to provide you, the readers, with interesting and motivating news while maintaining our core values of honesty, integrity, and accessibility. Upholding these values throughout the year will be a challenge but will also motivate the staff to be the best journalists possible. Get ready for some great articles including my own “Strange Times at Oyster River High”, Sam Colby’s “Durham Library”, and Kirsten Weiker’s “Tuitioning In”.

You’ll be seeing more of a digital presence from the paper this year on our Facebook page “Mouth of the River”. In BREAKING NEWS the paper now has its own website at “mornewspaper.com”! It’s rrrreeeeaaaalllllllyyy cool and our media managers James Tuliano (Jswag) and Sam Colby worked super hard to make it that way. So make sure to take a look at the site and get for fantastic surprises and fascinating stories. Who knows maybe even you will grace the pages of MOR! Catch y’all next issue.

-Matthew Segil

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# MR. BOBCAT



Sadie Moore  
News Editor

Landon Burt for 3rd place, Jan Bartos for 2nd, and Cooper Smith as the 2013-2014 reigning Mr. Bobcat.

The audience was of all ages from freshman to seniors, to staff, parents and even Oyster River Alumni. Freshman Andrea Staples admits her favorite part is the bathing suit portion. The boys sported an array of swim wear from floaties, to wet suits to Speedoes. They then showed off their beach bodies with a push-up contest. After about 5 push-ups most of the contestants mysteriously got "injured" and couldn't finish their workout. Matt Segil took the win for this competition. Senior Amelia Borner describes the limbo portion as "a little disorganized" as the judges rushed back stage to come out with a broom as the limbo stick. Cooper Smith was the last one standing for limbo. The largest part of the night was the talent portion. Wally Keniston describes Mr. Bobcat as "the most comedic event every year at Oyster River." He enjoyed the range in different talents "Ario on a unicycle was new to me." He says, referring to Ariodante D'Antilio riding two sizes of unicycles around stage. "I've never seen anyone paint and drum ever." Keniston adds. Third place winner Landon Burt did a continuing drum solo while painting a portrait with his feet. Another favorite of the crowd was Chris Gallant "mini balling" he got creative putting a mini basketball into a short hoop.

The 2013 Mr. Bobcat made the most money one has ever made in ORHS history with a record turnout. The audience erupted in laughter all night at 14 senior boys on stage. Mr. Bobcat was held in the high school auditorium on Friday September 27th. The contest consists of question and answer, swimsuit, limbo, push-ups and talents. Judges then chose

*"I run the school, student body, and world."*  
-Cooper Smith

Many, including Sophomore Sam Walker's favorite part of the night was "Ryan's interesting interpretive dance." Ryan Kerrigan wore a leotard and leaped around the stage. He included some other lyrical moves and kept the audience laughing. "I thought Aidan's yoga was really creative and original" says Sophomore Gabriella

Trombley regarding Aidan Conrad bringing some other friends up on stage and teaching a mock yoga class as his talent. Walker says "I think people liked it but a lot of us thought it went to long. The boys had no shame and didn't really care." A general reply to how Mr. Bobcat was, was "really funny" no matter the age group asked. Trombley described the group as "very outgoing". The judges were seniors Sandra Strogen, Amanda Souvannaseng, Hannah Igoe, and Laura Olivier. Cooper Smith is excited about his win and when asked how he feels about it says "I run the school, student body, and world." "The show was a great time. I had a lot of fun and I'm glad I was a part of it," he added.



Ryan Kerrigan and Kai Forcey-Rodregiouz  
in the Swimsuit Competition

*"The boys had no shame."*  
-Sam Walker

## DIGITAL WHAT? THE END OF DIGITAL PORTFOLIOS



Kirsten Weiker  
News Writer

sus for all grades aware of the past encounters with the graduating requirement. However, a big question has come up with the younger grades. "What's next for us?" For the past couple years, Digital Portfolios have been put into the back of students minds. Freshman year students are taught the basics on how to do the portfolio and what the requirements will be. From then on, students had to collect work and take pictures of projects to put into the port-

"I am unbelievably relieved," was all Oyster River High School's senior Zachary Martin had to say about the removal of Digital portfolios. That seemed to be the consen-

*"We removed [digital portfolios] that way we could improve what we wanted to do and make it more relevant to the kids."*-Todd Allen

folios that would show their improvements throughout their high school careers. All of this made up the senior final, which helped determine graduation. "It was hard. You constantly had to be making changes and time to do this while trying to complete homework and such. If you missed taking a picture of a project you had done or misplaced a paper you wrote, then you [messed] up your final." Joycelyn Loughlin, senior attending ORHS explained. "Many students said that it was a lot of busy work on top of all the home-

work they had to do. So we removed it, that way we could improve what we wanted to do and make it more relevant to the kids," Todd Allen, principal at ORHS said. Currently, there isn't any official replacement for the digital portfolios but they are hoping to mold something that makes the students reflect on their high school careers. "We've heard suggestions like writing a final paper on how the student has changes for the better, or grown through their four years of high school here." Allen informed. "I think it's great they took [digital portfolios] away. They changed the requirements a bunch of times when I had to do it and it was just a huge hassle." Fred Marshey, 2013 graduate from ORHS said. It has been predicted that the classes of 2016 or 2017 will have a new senior final. "From what I've heard, as long as it's not a digital portfolio I'm fine with a senior project," A freshman of ORHS commented.



# NEWS UPDATE: TUITIONING

## CATCHING YOU UP TO SPEED WITH THE LATEST ON OUR SCHOOLS FUTURE



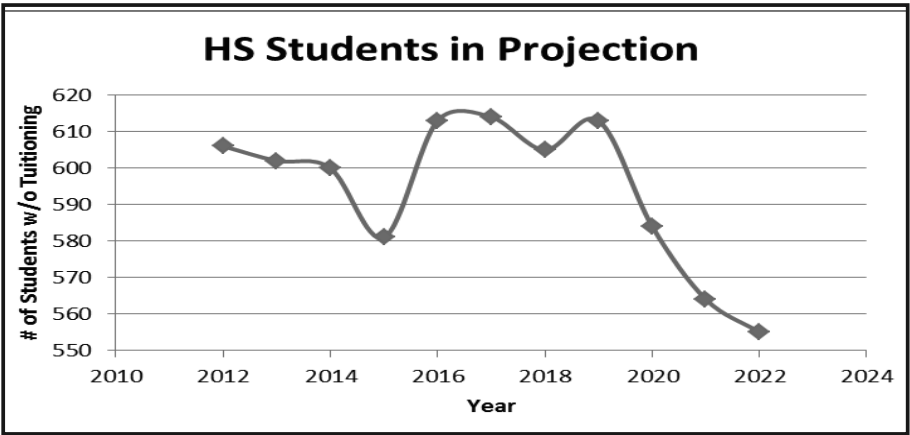
Kirsten Weiker  
News Writer

Last spring there was a lot of talk about other towns' tuitioning into the Oyster River school district. Here is the situation as it stands now: Three schools were looking into tuitioning their students into our school district. Those schools consisted of Barrington, Deerfield, and Newmarket. Todd Allen, Principal at Oyster River High School has informed that the main focus right now is the deal with Newmarket. Why you might ask? Well, Deerfield has sort of had a "fall out" as Allen put it, with the deal deciding that they might just stay with what it has now. Barrington has been sending kids for the past five years and wants to stick with their open-ended deal. "Bar-

rington is 'open-ended' because they like just sending a handful of [students], not a set number. This makes it hard and prevents us from being ready for the upcoming year, because numbers are always changing and we aren't sure of the amount of staff we will need and things like that." Allen explained. "Newmarket is sticking with the exclusive agreement because they need this. We are the only school they are looking into right now."

*"This could really help our declining enrollment rates and open up a whole range of new extracurricular activities and possibly sports."-Todd Allen*

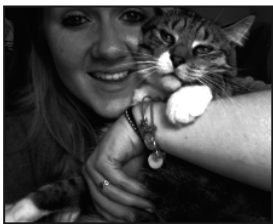
Christopher Andriski, principal of Newmarket High School had little to say that differentiated from Allen's information. "We really have up our minds until the fall of 2015 to make



The graph above shows the predicted enrollment rate for our school without any tuition students.

and get everything squared away." Andriski stated. He went on to explain the "latter" this decision has to go down in order to actually happen. It starts with the school boards agreeing on a plan. This plan is brought to the towns of both Newmarket and the District of Oyster River. They make the final decision, if voted no everything stops there. "This could really help our declining enrollment rates and open up a whole range of new extracurricular activities and possibly sports." Allen said. (See graph for enrollment numbers)

## NEWMARKET TUITION: WHY OR WHY NOT



Cece Cunningham  
Op-Ed Editor

The truth of the matter is Newmarket High School will be condemned by the fall of 2015 if it does not get fixed. For Oyster River this means a whole school joining ours. With all the talk amongst our study body referring to the situation comes many strong opinions. "Why is it our responsibility?" Asks senior Dick Reece, "Aren't their other schools they can go to?" That is a popular question that students have been asking. Although there may be other high schools in the area, Oyster River is the only one Newmarket is currently collaborating with over this situation.

Combining any two high schools could never be an easy thing to do. "Grouping together is going to take a long time for them to get used to," says senior Erin Robert. Although the administration may see this as a positive thing for the dynamics of Oyster River, a lot of students do not seem to agree.

"If it has to happen, it has to happen," explains guidance coun-

selor at Oyster River High School Kim Cassamas, "I don't have a solid negative or positive opinion." By that Cassamas is referring to all of the benefits our classes, staff and funds will have from this but does understand the issues it may cause among students of both high schools.

*"This is important for the future of Oyster River High School."*  
- Mr. Allen

Although, it is true that there are many positive aspects for Oyster River High School. Principle of Oyster River High School Todd Allen mentions, "This is important for the future of Oyster River High School." By adding onto our amount of students we will be prevented from losing smaller classes and we will be gaining money that can help staff increase, any building needs and help fund a wide range of programs. "There are not many negatives," says vice principle of Oyster River High school Sara Wotton.

So, if there are so many positives for the high school itself, why don't students seem to agree? "I think that we [ORHS students] need to think what if this was our school," says senior Katie Haas, "It may be weird for the kids who are here, but this is a really good school to go."

I would have to agree with Haas. Al-



though I will not still be here when the schools join, it will continue to have a large impact on the community I live and grew up in. I believe that the students here need to be more educated on the topic before they can form such strong opinions.

Newmarket coming to Oyster River in the long run will be an amazing thing for the school district. I think that we all need to give it time and before we know it the awkward transition issues will be over. When those years are over we will all begin to see the positive changes the collaboration had made.





WALK INTO THE SCHOOL

LIKE WHAT UP I’VE GOT A NEW BLOCK



Alyssa Bangrazi  
Features Editor

As of last summer, the traditional Thursday and Friday block scheduling has completely changed. Block scheduling has been moved to Wednesdays and Thursdays of every other week. Office hours is now after A period on Wednesdays, and G period on Thursdays versus previous years where office hours fell before A period on Thursday. Focus no longer exists. So why the sudden changes? Senior Emily Vaughn believes it’s because “the school had to work out Focus, which left a gap for two office hours so people would actually use them versus coming late, which I find stupid.” Senior Hannah Epstein believes the change was the cause of “administration [not thinking] office hours [were being] used wisely.” Junior Zephyr Jaeger thinks the change is simply because “[the administration] was trying to get more students to go to teachers for office hours.”

Although Vaughn, Epstein and Jaeger were all correct there were also other causes for the change. Principal Todd Allen states that there were a couple of reasons for changing it. “The moving of block days from Thursday and Friday to Wednesday and Thursday was due to early releases falling on Wednesdays, which was a bad day to use it. Blocks also were not optimal being at the end of the week because Mondays and Fridays are the days that are most often closed.” As for Focus, the school decided to drop the program because, “although we wanted an advisory, we struggled with the relevance. We will spend this year looking for a new plan regarding focus.” With the change regarding to office hours, “we want to promote students to utilize that time. Last year, with office hours being first thing in the morning, roughly 50% of the students came late. By having office hours both after A period on Wednesdays and after G period on Thursdays, hopefully kids will come in for help seeing as they are already here.”

Unfortunately, students aren’t quite seeing the potential of this new scheduling, and instead are complaining about its downfalls. “I’m really upset [about the block schedule being changed for senior year]. We have had it the same for three years. It was how we ended the week off, and we were all just used to it,” complains Vaughn. Like Vaughn, Epstein feels that,

*“By having office hours both after A period on Wednesdays and after G period on Thursdays, hopefully kids will come in for help seeing as they are already here.”*  
-Todd Allen

“it’s not an effective change. It doesn’t make block days any better. Unfortunately office hours are limited to 35 minutes on Wednesday, and 20 minutes Thursday which, for me, are filled with senate meetings, so I can’t take that time to go see teachers anyways.” Luckily seniors only have to get used to the change their last year, whereas juniors have to cope with the changes midway through their high school career. “I think it’s weird because we got really used to the old schedule, and now it’s like a big change we have to kind of warm up to,” Jaeger states. “I hate this new change,” junior Aaron Albert expressed. “It makes Thursday feel like Friday so Friday we can’t really focus on what we need to do, same effect goes for homework thursday,” Albert continues.

Students and teachers aren’t quite seeing eye to eye on this situation. “I am happy blocks are Wednesday and Thursday,” states Tracy Bilynsky, art teacher. “I always found that G period block never got the best of me. I also like to see all of my students before the weekend.” Like Bilynsky, Brian Zottoli, social studies teacher, states that “I think [the new block scheduling] is just like the old block scheduling except for just shifted days. I kind of like being able to see the kids on Friday instead of having not seeing a class for two days, so it kind of works for me having it shifted. There are some new elements within the block scheduling that makes things complex.”

As for office hours, some students and teachers can agree that the change certainly has some downfalls. “I think that if we really expect students to be able to use office hours, we should not have them at the end of the day, because everyone will leave. So if the intent is to create a situation where we can actually use them to benefit students the most then I think having them at the end of the day is a huge mistake; but I think that there was a lot of reasoning as to why they did it,” explained Zottoli. Albert states “I wish it was still first thing in the morning, like how it used to be. I like how it can give us time to sleep in, go to breakfast, or go to a teacher to study for a math test the next period. If I have the test A period, how would having office hours after help? Having [office hours] at the end of the day is nice because kids who want help can stay, but those who don’t need it can leave.”

*“I wish it was still first thing in the morning, like how it used to be.”*  
-Aaron Albert

*“Although we wanted an advisory, we struggled with the relevance. We will spend this year looking for a new plan regarding focus.”*  
-Todd Allen

Although both students and teachers can all see the positives and negatives, the reality of it is that it will take some getting used. “I think that change is hard for everybody. I think that we could do block days any day of the week, and some people are going to have issues with it and others aren’t” Zottoli pointed out.

Mon., Tues., Fri.	Wednesday	Thursday
Period A (7:35 - 8:25)	Period A (7:35 - 9:10)	Period B (7:35 - 9:10)
Period B (8:30 - 9:20)	Office Hours (9:15 - 9:45)	Period D (9:20 - 10:55)
Period C (9:25 - 10:20)	Period C (9:50 - 11:25)	Lunch 1/ Period E (11:00-11:30/ 11:35-12:25)
Period D (10:25 - 11:15)		Period E/ Lunch 2 ( 11:00-11:50/ 11:55-12:25)
Period E (11:20 - 12:40)	Lunch 1/ Period E (11:25-11:55/ 12:00-12:50)	Period G (12:30 - 2:05)
Period F (12:45 - 1:35)	Period E/ Lunch 2 (11:30-12:20/ 12:20-12:50)	
Period G (1:40 - 2:30)	Period F (12:55 - 2:30)	Office Hours (2:10 - 2:30)

New block scheduling as seen in the school agenda book.



# GET TO KNOW GUIDANCE



Sadie Moore  
News Editor

As we come back with new shoes and haircuts, the unfamiliar faces are no longer only in the freshman hallway. You may be surprised to see two new guidance counselors here at ORHS. Ms.Rainone

Daly expressed her desires for college Cassamas set straight to work looking up her GPA and finding schools. Cassamas wants to “work with students on any plans and figure out the best way to experience highschool.”

Mr. Baker handles students with the last name starting with Gr-N. He previously worked at the Academy for Science and Design in Nashua. Baker was interested in ORHS for the area and the good reputation it had.

He explains that he will be good for this job due to his “experience with high motivation [students]”. Baker understands goals and is ready to help students achieve them. He wants to offer students the “best possible

path after high school.” Baker wants to change students perception of guidance to not only a place you change your schedule but a helping and guiding environment. Baker stresses that he “wants you to know who we are, what we do, and that you can come to us with anything.”

Sophomore Andy McQuade described his quick schedule change appointment as “successful and very easy”. McQuade also said “Mr. Baker is a nice guy who knows what he’s doing.”

Ms.Machanoff is the head of the guidance department. She suggests that students be proactive with work and getting help from guidance. “As

high school students particularly seniors getting ready to head off to college they need to make appointments, come down, and speak to your counselor get to know them,” Machanoff adds. She is working on things like articulation agreements “articulation agreements allow students to take courses at colleges for either dual credit, or credit at that college. We are looking to increase college-level opportunities for our students at UNH, Great Bay, etc.” she explains. Machanoff is also making “career pathways for our curriculum” meaning classes based around what you may want to focus on later in life. They are also “working with the social studies department to implement a curriculum for freshman around social cruelty and bullying.” this will continue on the movie they have watched in the past and add on some group

activities. This idea will continue on throughout their year.

Both new

counselors express they want to make guidance a more welcoming and helpful place. They also want to integrate their curriculum into the classroom. Mr.Mcann was on the hiring committee and stresses to the students who are concerned about the transition and everyone else to “make sure you go down and meet them.”

and Ms.Emrich are no longer here. Also, Ms. Ricker’s friendly face also no longer greets you.

Sandy Gullo temporarily greeted you in the secretary position. She liked the atmosphere at ORHS and says the student body is “helpful, polite, and fun”. We have now permanently hired a new secretary Ms.Osterloh and she starts monday the 7th. Go down and meet her!

Ms.Cassamas is the new counselor for last names starting with A-Go. As you may or may not know her previous job was at ORHS. She was a Special Education case manager. She is “very excited” to work with more students and get to know the rest of the student body. Junior Emma Daly explains Cassamas as a “breath of fresh air who navigated my schedule so well.” Daly is taking a class at Dover and a class online. When

*“Make sure you go down and meet them”*  
-Mr.McCann

*“Mr. Baker is a nice guy who knows what he’s doing.”*  
-Andy McQuade



The new guidance staff: Mr. Baker and Mrs. Cassamas



# A NEW STAFF TAKES THE REINS



Sam Colby  
News Writer

the same. News, features, opinion editorial, and sports will still be covered of course. However the new staff hopes to bring changes to these departments which will fill the gaps that last year's staff may have missed. Although not every staff member had new ideas, here's what you can expect.

Features writer Gabi Meyerson has new ideas about music coverage in the features section. "A lot more music is going to be covered, from album releases to live shows, that's what I'm hoping" explains Meyerson. Meyerson also briefly mentions that she hopes to include more personal articles.

The sports section, as you may have noticed in prior years, includes mostly upperclassmen. This is partly due to the fact that the majority of varsity teams are composed of upperclassmen, however sports writers Alex Morrell and Brenna Walczak hope to include something they call "rising stars". "Rising stars" is going to be one of the bigger focuses of the sports section, we're trying to involve more underclass-

men" explains Morrell. "Rising stars is supposed to bring less followed sports and athletes to the front of things" she adds. Walczak states that Mouth of the River is more relevant to upperclassmen. "We're trying to pull in the younger kids" says Walczak. She adds that "It will also make the younger kids want to read the newspaper."

The opinion-editorial section of the newspaper, as many people have noticed included an advice column. The advice column will still be included; however it has since been taken over by co media manager James Tuliano. "It's going to be more witty and funny because I'm hosting it" says Tuliano. Tuliano adds "It's going to be a mixture of satire and serious answers, students can have their anonymous questions answered via ask.fm, and printed in the paper" says Tuliano. Op-ed writer Landon Burt agrees with Tuliano, and predicts this year's advice column to be an "improvement".

In addition to the slight content change plans that many of the staff members have, Tuliano also adds that the electronic side of Mouth of the River will see some positive make overs. "We're amping up out twitter, we're

amping up our Facebook, we're making the social media more involved" says Tuliano. He also adds "We're going to make the website a much more prominent feature of Mouth of the River, it's more convenient."

And of course, one must not forget about the news section. Despite the fact that often these stories "write themselves" in a sense, there is some creative leeway that the news department has with their content. "We can have more on-line content" says news writer Sadie Moore. Moore also says that photo

and video content can be available online that is not possible to do in print.

The staff as a whole hopes that the changes will bring positive outcomes to Mouth of the River, and bring in new readers from areas and age groups who may have felt less involved in previous years.

*"We're going to make the website a much more prominent feature of Mouth of the River, it's more convenient."*  
-James Tuliano



This year's Mouth of the River staff





# DURHAM PUBLIC LIBRARY GRAND OPENING

## A NEW COMMUNITY SPACE IN DURHAM



*Sam Colby  
News Writer*

the Library, but a center for community and people in Durham.

Officially open since July 23rd, the new Durham Public Library did not hold its grand opening until Sunday, September 8th. The day was a way to show the town of Durham the huge new space, as well as explain the long and tedious search which finally landed them on the Madbury Rd. property. The grand opening included public speeches, ribbon cuttings, a performance from the ORMS jazz band, spoken poetry from ORHS's very own Catherine Geiger and Daniel Belshaw, and a performance from local band "Bliss".

An empty, run down, business front plaza space is now the former site of the Durham Public Library, a space which many Durham residents are not reluctant to see go. The new Durham Public Library is located on 49 Madbury Road, a space which now holds not only

are for the community" explained Madden. Being quite confused by the endless rows of shelves, books, and hallways, I asked for insight regarding the many spaces. Elaborating on the "other two thirds" that he referred to, Madden explains: "So walking to the children's area you pass the adult wing, we have reading bays looking over the lawns. You take a right and you enter the original house, that's more community space. Before building the Library, everyone said 'we want a café' so we built a café." However this brief description could not encompass the expansiveness of the new Library, which also included multiple kids' rooms, a teen room, a community multi-purpose room, and the outdoor courtyard space. Madden also briefly touched upon the fact that the majority of the building is additions; the original house is mostly just the front.

Ann Windsor, the Trustee of the Capital Campaign elaborates more on the extensive construction of the building. "We first bought the house" explains Windsor, referring to the old looking, classic New England brick structure that originally

self" said Madden. He adds: "They're all part time except for me". Some of these staff members include Lisa Kleinmann. Kleinmann is one of the people working in the children's areas of the library. "We now have two children's librarian's assistants, we're able to expand our programming" explained Kleinmann. The programming she mentioned includes author visits, writing groups, a new teen space, and potentially high school joint programming with UNH English professors. Kleinmann explained the various children's oriented rooms, such as the Lego room, kid's reading area, and teen room.

By the time 1:00 pm rolled around, Kleinmann, Madden, myself, and many other members of the library staff made our way outside for the events of the afternoon. The public speaking was mostly done by people who helped the project along the way. One of these significant individuals was New Hampshire State Librarian Michael York, who said "A good library is still critical to a good community" a quote which touched upon the fact that despite the (debatably) lessening

need for a place to check out books, a library still serves a very important purpose in a community. York seemed to captivate the audience as he spoke, sharing knowledge about libraries and their ever important presence.

After the various staff and board members had spoken to the large crowd standing outside the library, community member and Oyster River High School Junior Reilly Webb mentioned that he had actually never been to the old space. "I've never been to the old building, although I think the new one looks great for the town in general" said Webb. "I guess it's a necessity seeing as the old one didn't really do the job" he added. However some people have mentioned that they believe the



*Durham Public Library courtyard*

Despite being open for over a month prior to the grand opening, the turnout was huge, and community members gathered all day inside and outside the library.

I sat down in the office of Library Director Tom Madden, a space which would not have even existed in the old library. An hour or so before the official grand opening, the library was dark and silent. Through the windows, people could be seen gathering outside for the events to take place later that day. The new library acts as not just a library, but as a center for community. "One third of the space is for our collection, and the other two thirds

stood on the property. "From there we started construction in the fall of 2012, it was an ongoing process through the beginning of summer 2013" explained Windsor. The actual search for the library space took 15 years, and began when the Durham Library cut all ties with the UNH Diamond Library in 1997. Since then the library staff has been searching for the new space, a search, that they thought would only last 2 or 3 years. "We thought we would only be in the Mill Plaza space for two or three years, but it took 15" said Madden.

Of course, such space expansion must also mean staff expansion.

"We have 10 people on staff including my-

new location is rather in convenient, seeing as it is a decent walk from the more central downtown of Durham. Webb thinks differently, "It's still really close to the middle school and high school, I like the location" said Webb, touching upon the fact that the library's location is less oriented towards downtown and more oriented towards the public schools, a topic, which was also mentioned by Windsor.

Community Member Karen Larson, who was performing with her band "Bliss" after the speeches also, shared her enthusiasm for the new library. "I love it" she simply put. In regards to the expansive amounts of community rooms that the li-



brary had to offer (one of which she happened to be performing in) she said “I think there’s a huge improvement on our old concept of libraries.”

However throughout all the celebrations, success, and accomplishments that brought the new library to Durham, there are some things which may have been overlooked when going through this long search. Ella Cedarholm, a Junior at local Oyster River High School sheds light on another side of the situation. “The house they put it in was one of my favorites on Madbury Road and I think it’s too bad they cut down all the trees in front” explained Cedarholm, expressing her views on the possible negatives of the new library. That being said, Cedarholm is not against a new library, as she explained to me: “From what I’ve heard it is a lot nicer than the old library which is easy to understand because the old library was, well, old.” However, location was a concern for Cedarholm. “It’s not as central with the rest of Durham like most town libraries are, which could result in less people using it. Which would be a waste considering how expensive it was” explained Cedarholm.

Despite the long search, extensive costs, ranging opinions, and controversial location, the new library seemed to be a huge improvement to the town of Durham. During the grand

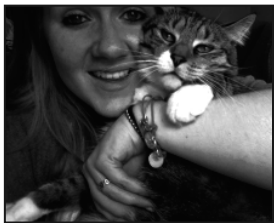


Library Director, Tom Madden

opening, many residents of Durham came out to show their support, a town, which I am proud to be a part of.

*“A good library is still critical to a good community”*  
-Michael York

## WHAT IS ORTV?



Cece Cunningham  
Op-Ed Editor

for Oyster River Television. It is a staff of six students and teacher Mrs. Young who work on video news stories to present to Oyster River and the community.

The staff includes the three students who are the film crew. These students include seniors James Tuliano, Matt Healy and junior Shelby Shepherd-Beane. “I like being part of the film crew because I am genuinely interested in video production,” says Tuliano.

As film crew Healy, Tuliano and Shepherd-Beane all have the responsibility to film multiple interviews per episode. Also, these three students are expected to be capable of editing everything that they shoot. Shepherd-Beane explains, “Editing is my favorite part of being in film crew. I have really learned a lot about it.”

Another important job of ORTV is interviewing. The student interviewers include Tuliano and Shepherd Beane. Our responsibilities not only include coming up with and

What is ORTV? Is that even a question you can answer? I would argue that most students have little to no idea what ORTV is. Well, to answer that question ORTV stands

for Oyster River Television. It is a staff of six students and teacher Mrs. Young who work on video news stories to present to Oyster River and the community.

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Another important job of ORTV is interviewing. The student interviewers include Tuliano and Shepherd Beane. Our responsibilities not only include coming up with and

asking questions, but organizing the interviews.

Senior Gabi Meyerson also films part time for the ORTV crew, but more importantly has the job title of the music coordinator. This means that Meyerson is in charge of the music selection for the intro to every episode and the majority of all of the interviews and stories.

It was unanimous vote inside the classroom when it came to choosing the host for this year’s ORTV. That choice is senior Alex Eustace. Eustace now has the job to interview the most significant people in our shows. Also, he will be expected to be featured the most of

all of the crew in every single episode.

“We want to cover what we can while keeping the information relevant and helpful,” explains Eustace. So far this year we have already begun working with the



Film crew member James Tuliano demonstrates an interview.

school board, the superintendent and the school senate. We as a staff feel that everything affecting the student body should be known by the student body. “I think it’d be cool to include the student life,” added Meyerson, referring to our other hopes for this years show.

“We want to cover what we can while keeping the information relevant and helpful,” explains Eustace. So far this year we have already begun working with the



## SENIOR CLASS LEADERS



**Trevor Oakes**  
*Guest News*

after two failed attempts in years prior. Kerrigan and newly elected president Andrew McDonald replaced incumbents Claire Hawkes and Amanda Souvannaseng. Hawkes and Souvannaseng had been president and vice-president, respectively, for the past three years, so newly elected officials meant that there was going to be at least a little bit of change. Although being president can be a lot of work, McDonald says he is up to the task. "Becoming class president for the first time senior year was a bit daunting at first, it is a lot of responsibility. But it is responsibility that I can handle, and responsibility that I am very proud to have been trusted with by the senior class."

Though he didn't give a response as vivid as his Vice president's, McDonald is just as enthusiastic about this year. "It felt excellent, to be honest. I really am excited. I was pretty surprised, as Claire did a great job and had a lot of supporters. Becoming class president for the first time senior year was a bit daunting at first, and it is a lot of responsibility. But it is responsibility that I can handle, and responsibility that I am very proud to have been trusted with by the senior class. It feels good to get rewarded for hard work." So why run for student government, three years in a row after failure? Because McDonald has a vision that he may actually be able to make a difference. "I think there's an illusion that we have a say, but honestly student government is really just sort of tacked on. We as students don't carry much weight when it comes to our input."

McDonald has higher aspirations for the school than people may expect. Although very outspoken, and often looking for the laughs, he is very serious about doing a good job. Senior Abby Howard thought that McDonald was perfectly capable of making things work. "I think people are excited for change, but maybe a little scared. But Andrew has a passion for making people happy," Howard said.

"I like to think I'm a bit of a natural

"It felt like I had finally climbed out of a cave of despair, and the sunny rays of victory had finally hit my face."

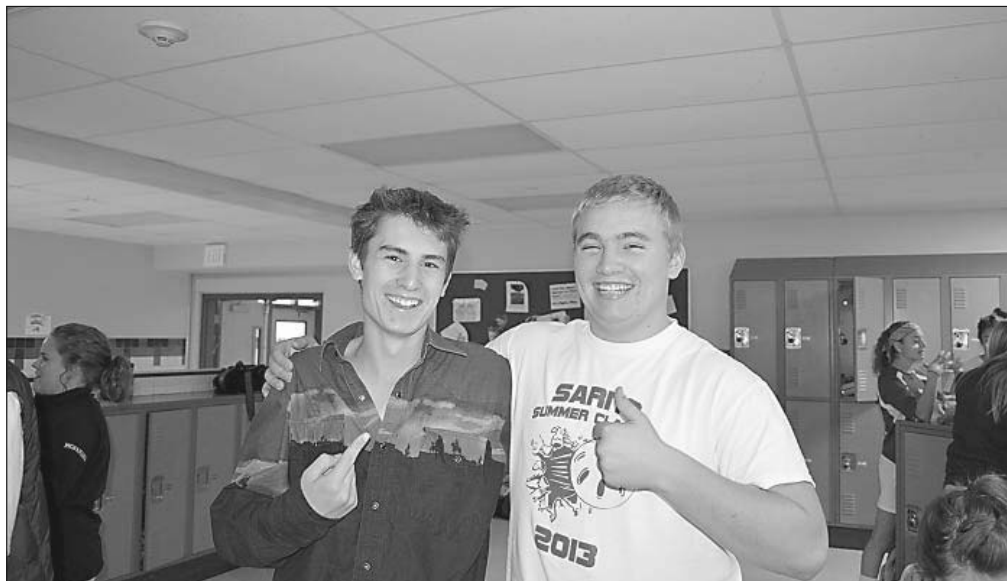
That was how Ryan Kerrigan described being elected the Vice President of the ORHS senior class,

*"I understand how important the high school experience is to many people, and I totally respect that."*

*-Andrew McDonald*

leader, and I think a big part of that is that I'm a good public speaker. Because writing is my main interest, I've developed some talent at public speaking and articulating my ideas to groups of people," McDonald said. He credits these public speaking skills with helping him win the student election. During his speech last year, McDonald focused a lot on making the students happy, fulfilling their wishes for the year, rather than using student council to focus on fundraising constantly. "My goal as president is to

try and change how the student government works. I want to expand the duties and opportunities of student government beyond just raising money for the class. Are funds important? Absolutely. However, I think it's far more important to impact the lives of students, to impact the community, to give students a real voice that counts and that is respected by the staff and community. That being said, I want students to be able to have fun. This year I'm hoping to dedicate a lot of time to events by students, for students. Thinking outside the box is key."



*McDonald and Kerrigan show their excitement for the upcoming year*

It helps that the pair has a lot of support from the senior class advisor, Heather Healy. Healy called the win for McDonald and Kerrigan a "huge upset, similar to last year", but said that they are "taking it very seriously". Healy thinks that people could learn from last year, when a newly elected president without much support led to a few problems. "I think last year Brennan Young took on a lot more than he should have, and that this class can and should work together more, to make it easier. And although they come off as jokers, they take it seriously. They show an interest in doing the right thing. The approached me on the first day, and every day since, about the going-ons in the school. The e-mailed me over the summer, and were very prepared." Without having to worry about buying a tent, says Healy, more of the profits from events this

year will be going towards charities. McDonald also talked about having forums, where students could speak their mind to the school board members about issues like Newmarket tuition, with the first one potentially scheduled for October.

Kerrigan has high hopes for this year, citing his "many creative ideas, and great attendance record" as the basis for this optimism. "I want to make senior year the best year, and pack it full of events. My hope is that this year will be more focused on the students' enjoyment rather than just having the teachers corralling us. For example, I plan on making Project Graduation geared more towards the senior having a good time than it has been in years past." He stressed that involvement from both he and McDonald was key to achieving this goal. "I want to be more involved in the senate as well as the way students are treated around the school. I plan on trying to have a better attendance record in meetings than my predecessors, to listen and voice opinions." When asked about whether or not his voice, as well as the students, will be heard enough this year by the administration, Kerrigan expressed his frustrations, saying "I don't think there is a significant voice against faculty, and it's upsetting, because they're deciding our fate for us. That's one of the things I think Andrew and I would also like to work on this year."

So what exactly does Kerrigan have planned to make this year the "most fun year of high school" for the senior class, and the rest of the school? "Mr. Bobcat, a crazy spirit week (possibly with a dunk tank), to start things off. I'm planning on having another dance, maybe mask-themed, which could be a lot of fun. We've got the hypnotist show coming back again, and I already talked about project graduation. We're plenty open to ideas and suggestions, if anyone wants to talk to Andrew or myself, I'm sure we'll have a lot more events as the year goes on."

Aidan Conrad has been a student senator for all four years of his high school career, and since Kerrigan and McDonald were elected, he has noticed a change on the senate. Said Conrad of the changes: "I think they've done a very good job so far. It's definitely a different leadership style and they're working on communication but they have the interests of the class in mind and are taking action. It's

been different, just the way things are handled and the speed they're handled at." Conrad spoke highly of the new senior class leaders, and thought that they deserved to be recognized for their hard work in campaigning. "I think they made





good points in their speeches and the school was ready for a change. I think they're proving they were a good choice though and that they're definitely prepared for the job." When asked about what he hoped Kerrigan and McDonald would bring to the table in terms of school activities, all Conrad mainly hopes is that they will keep the older ORHS traditions going. "I just hope we have a good year and keep all the things that make senior year special. Follies, Mr. Bobcat, dances. I hope they fight for all the things we've been looking forward to since we entered the high school."

Senator Laurel Gibson thought that

there really hasn't been much of a transition to leaders, and "it helps that Claire is still a part of the senate." Senate advisor Derek Cangello agreed that he "hadn't noticed much of a change, but it is early in the year." Cangello also thought that "there would only be positive change if any."

McDonald is highly confident that this year will go well. Enthusiasm, an open-mind, and creativity will lead to an outstanding tenure as a class official. The idea that keeps coming back is that what the students want matters, and that there will be "more effort on hearing opinions" and making student government more "transparent". McDonald

ended with why he is the right person for the position, why he should have the attention of the student body. "One thing that I find interesting is that there are some people who think I'm doing this as a joke of sorts. I love to joke around, I love to be funny, but I want to be perfectly clear in that I am dedicated to this position and I do not see it as a joke in the slightest. I try not to take myself too seriously, but I understand how important the high school experience is to many people and I totally respect that. Am I going to have fun with it where I can? Absolutely, but the results will never suffer."

## WHAT'S COOKIN AT OYSTER RIVER?

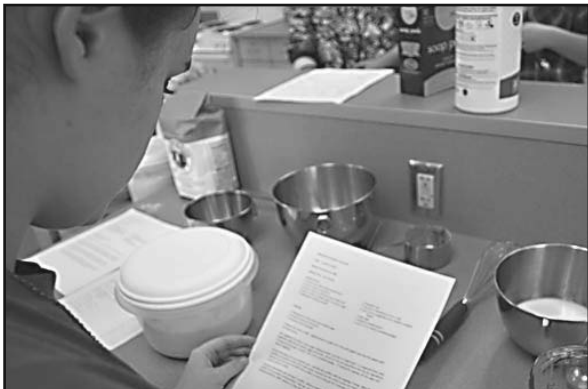


**Alyssa Bangrazi**  
*Features Editor*

Are you the type of person who is afraid to step out of your comfort zone? Are you afraid to try new things? Seeing as it's the start of a new year, I would like to challenge you to broaden your learning perspective, and "Besides, cooking is just plain fun!" to stray from your typical high school curriculum.

Whether this may be for the upcoming semester, or for your years to follow here at Oyster River, I strongly suggest that you take advantage of the awesome classes offered here at Oyster River. Such classes include: the new Film Studies class offered by Mrs. Young, Practical Writing and Presentation taught by Mrs. Yatsevitch, Mrs. Sullivan, and next semester by Mrs. Horsley. Also check out Bake Shop and Gourmet Cooking offered by Mrs. Kishbaugh!

Bake Shop and Gourmet Cooking originated off of Mrs. Kishbaugh "want[ing] to do it for a long time. Before, [Foods I] was based off of food groups and cooking methods, however with baking there is a lot to talk about.



*Senior Tiffany Marshall reading a recipe in bake shop.*

Over the years, people wanted to bake, but

I simply didn't have a lot of time to teach it all." This idea was also inspired by other schools which offered bake shop, however those contained just sweet foods. "Our class will focus on savory too, such as breads and pizza doughs.

We will make baked good more healthy, by making them with whole grains, oats and wheats. We will also substitute fats with something better for us," Mrs. Kishbaugh explains.

In this class, some things carry over

*"Besides, cooking is just plain fun!"*  
*-Mrs. Kishbaugh*

from Foods 2 such as international foods. In the gourmet cooking class, students have the opportunity to go to a chinese cooking school where they will learn different flavors and methods. This class is certainly way more involved than Intro to Culinary. "In gourmet cooking, we are able to make things such as chicken picatta, and Moroccan spiced pork tenderloin, etc. Some things we learn are kept the same from past years simply due to the science and technique of it, such as the meat tenderizing lab." In the bake shop class, they get into making cakes and cupcakes. They are given several days to "bake, assemble and decorate what they make. They are also going to try to make some international baked goods. The bake shop class makes baking harder and more interesting than foods 1.

*"I love Bake shop it's amazing, I'm looking forward to learn about the chemistry behind baking and why things do what they do when mixed with other ingredients"*  
*-Derrick Jones*

Senior Ashley Constantino states that she "like[s] it so far, it's something I want to do later in life so it's really making me want to keep my dream going. I'm mostly looking forward to all the labs and being hands on with everything." However, Constantino is not the only Senior planning to fulfill their dream

working in the field of a bake shop.

Senior Derrick Jones also plans in pursuing the culinary arts career. "I love Bake shop it's amazing, I'm looking forward to learn about the chemistry behind bak-



*Students collaborating over recipe in bake shop.*

ing and why things do what they do when mixed with other ingredients" explained Jones.

The workload is mostly hands on, the labs are weighted more than anything else. However, there is some written work which is provided to ensure the students understand theories, terms and methodology provided. Luckily there is typically enough time to finish this work in class, which makes it so that there isn't much work outside of class. According to both Jones and Constantino, the workload appears to be highly doable, where most of it is

done in class however, "because we are baking with groups of people and communicate with them, it can be a little stressful because some recipes go to the end of class" Jones shares.

Continued on page 20.



# MEET THE STAFF



Alex Morrell  
Guest News

### News Department

Sadie Moore, Junior  
News Editor  
Favorite Show: Grey’s Anatomy  
Favorite Sport: Hockey  
Favorite Color: Pink  
If you could go anywhere in the world, where would you go? Why?  
Somewhere tropical because I want a picture of my feet with the blue water and sand.

Sam Colby, Junior  
Co-Media Manager/News Writer  
Favorite Band: I love many types of music; I don’t have a favorite.  
Favorite Sport: Skiing, without a doubt, it’s a way of life not a sport.  
Favorite Show: Weeds and Mad Men, both very different but very good.  
If you could go anywhere in the world, where would you go? Why?  
Manhattan in the summertime and Colorado in the winter. My passions are divided, but I could never stop skiing.

Kirsten Weiker, Junior  
Circulation Manager/News Writer  
Favorite Class: Tied between Mythology, Journalism, and Sociology  
Favorite Superhero: Can I change this to villian? I love the Joker.  
Favorite Color: Blue  
If you could go anywhere in the world, where would you go? Why?  
Greece, it just seems like a beautiful place.

### Sports Department

Matthew Segil, Senior  
Editor in Chief/Sports Writer  
Dream Car: Apollo 8  
Favorite Show: Psych  
Favorite Sport: Competitive thumb wrestling  
If you could go anywhere in the world, where would you go? Why?  
Madagascar because I want to meet those dancing lemurs.

Brenna Walczak, Senior  
Layout Manager/Sports Writer  
Favorite Food: There is no such thing.  
Favorite Show: Dr. Who  
Favorite Color: Red  
If you could go anywhere in the world, where would you go? Why?  
London. Because.. I just love it there.

Alex Morrell, Junior  
Sports Editor  
Favorite Show: Grey’s Anatomy  
Favorite Sport: Football  
Favorite Color: Pink, obviously  
If you could go anywhere in the world, where would you go? Why?  
Somewhere warm, I hate the cold.

### Features Department

Alyssa Bangrazi, Senior  
Features Editor  
Favorite Activity: Hanging out with friends and family  
Favorite Food: Tough decision! Probably French fries.  
Favorite Subject: Chemistry  
If you could go anywhere in the world, where would you go? Why?  
Probably Greece. There is so much history involved and soo pretty and warm.

Gabrielle Meyerson-Fogg, Senior  
Features Writer  
Favorite Color: Pink  
Favorite Band: French Kicks  
Dream Job: Music Journalist  
If you could go anywhere in the world, where would you go? Why?  
Glasgow, Scotland. I’m totally into the music scene in the UK, and Glasgow is a big spot for bands as well as music festivals.

Trevor Oakes, Senior  
Business Manager/News Writer  
Favorite Show: Breaking Bad  
Favorite Color: I don’t know about favorite, but my best color is blue.  
Favorite Subject: Filipino artwork from the Middle Ages  
If you could go anywhere in the world, where would you go? Why?  
Room 34, Warehouse 2, Cisco management Building Complex, Copperhill, TN. (If you understand this, ask for Fred).

### Opinion-Editorial Department

Cece Cunningham, Senior  
Op-Ed Editor  
Favorite Show: In between Law & Order SVU and Workaholics  
Favorite Food: Chicken  
Favorite Color: Coral  
If you could go anywhere in the world, where would you go? Why?  
Paris, I want to see the Eiffel Tower

Landon Burt, Senior  
Op-Ed Writer  
Favorite Band: Don’t have one. Too many to choose!  
Favorite Food: Jelly Beans  
Least Favorite Person on MOR: Definitely Matt Segil  
If you could go anywhere in the world, where would you go? Why?  
Matt Segil’s house to hang with James Tuliano

James Tuliano, Senior  
Co-Media Manager/Op-Ed Writer  
Favorite Show: Matthew Segil  
Favorite Superhero: Matthew Segil  
Favorite Color: Matthew Segil, obviously  
If you could go anywhere in the world, where would you go? Why?  
Matt Segil’s house because Matt Segil.



# STRANGE TIMES AT OYSTER RIVER HIGH



**Matthew Segil**  
*Editor in Chief*

Will we ever find out what really happens when students leave the building?

Mysteries. Some would say our school has too few. Stories of ghosts seem oddly vacant, and I haven't heard anyone scream "bloody marry" since elementary school. So what does our school have to offer? A forgotten fire, some weird sounding faucets and much more.

Librarian assistant Wally Keniston AKA Wally leads us into the secret life of the library. The library is a complex system of Dewey decimals, page numbers and curiosities. For Wally it's the dream job. So what is hiding behind the countless pages?

Apparently over the past few years a group of stalwart ants have been slowly excavating a basement below the library. Despite the obvious pest control issue other signs of their presence show up periodically around the library. Unbeknown to most "We (the librarians) continue to find heaps of dirt all over the library" says Keniston. So how do you know they're really ants Wally? "You know we find the carcasses of ants all over the place."

What other secrets does the library hide? One Oyster River student Liam Cahill speculates "Wally and Mrs. Pierce throw ragers in the library when it's locked after hours." This particular theory seems unlikely but on to a more pressing question about the library.

It's time we unveil the truth behind the room above the library or TRATL for short. Many a math student has sat in the library observing its fine architecture when they notice something peculiar. The room is not in fact a rectangular solid and there is a rather large amount of space being utilized for who knows what above the librarian's desks. What could be up here? A pool? A club? Maybe even a movie theatre?

"In reality it's the land of misfit furniture," says Keniston. Alas the truth ends up being a tad bit less exciting. It happens that TRATL is a storage room. "I went up there for a lockdown drill and it's sick, lots of chairs and random classroom stuff" says Cahill. But what most students don't know

is that it's a storage room with a history. The legends Lou Mroz, Pam Raiford and Matt Pappas all taught up there about 15 years ago (in what I believe was the cretaceous period).

Mroz walks us through what the classes used to look like. "Okay so when you went into the library there used to be two rooms on the left and right. I had my room on the left and an adjacent room called the "couch room" where I used to do counseling sessions." So not only were classes taught in TRATL but there was also a therapy room! "People would cry a lot in that room, and you know what I would say? I would say "thank you for sharing those tears with me" because it takes a lot of courage."

So back to the main floor Keniston



lets us in on a secret about TRATL. Mysterious noises from the room above... apparently "Mr. Pappas, Mr. Mroz and Mrs. Raiford have all been seen up there hunting for their old classrooms, and (still) can't find them." says Keniston. Will there spirits ever find peace? We can only pray and hope to understand the confusing mystery of TRATL.

Now that we know a little about

TRATL's history with teaching legend Mroz, we can talk about its' future. Quite frankly TRATL has become a hazard; with a serious storage issue Oyster River has been jamming their unwanted items into the confines of TRATL for years. Keniston is not immune to fear saying "the storage room will crush us all if it gets too full and I will be the first to go." We need to start seeing this as the serious issue it is, our librarians are in danger... "Because I sit right under it 8 hours a day 5 days a week. I'm the most likely victim of overloading the storage room." #savewally

Along with the library Oyster River's shop is one of the more mysterious places at Oyster River. But do you know the mystery of the woodshop? Few do it would seem. Ready for the shock of a lifetime? In 1999 the shop burned down. And I mean really burned.

So where's the mystery right!? Well it wasn't as simple as a broken lathe that would electrocute students. It was something far more sinister...An act of arson! Who solved this mystery you might ask? None other than Oyster River's Finest Officer Levesque.

On December 2nd 1999 at approximately 11:30 PM Durham fire responded to a call at the high school. As the fire captain Mike Hoffman approached the blaze he upped the severity to a 3 alarm fire. The fire caused roughly \$250,000 worth of damage and left 75 students and one shop teacher with no where to go. Unfortunately this was no accident; Officer Leveck helps clarify the details of the story. (cont. on p. 14)





“(I) first heard about the fire when the police dispatcher called me at home.” Says Levesque “When I was told they believed someone had committed arson at the high school I was very surprised and concerned if anyone had been hurt. Thankfully no one was injured.” Levesque who was a detective at the time was called in for all the major cases, and a fire at the high school was certainly big news.

The mystery at the time was a simple case of “who done it”. Initial suspects included shop teacher Mr. Troy and many of the high school’s own students. Narrowing down the list took some time for the police who “developed suspects based on written statements we asked all the students at the high school to write.” After reading through about 800 written statements they were able to identify four suspects. With three living in Maine and one living in Massachusetts none of the suspects even lived in New Hampshire.

After interrogating one suspect who admitted guilt the department was able to make some serious progress. “We subsequently conducted a search warrant on the Kittery Maine home and located key evidence. This included a gas can and a torn towel in which the missing half had been used to make the wick for the Molotov Cocktail that started the fire.” That’s right someone burnt down the shop in 1999 with a Molotov cocktail! Unfortunate and absurd the cause for this arson had to be good right?

Apparently no “One of the suspects was dating a girl from Oyster River. He started the fire so school would be cancelled and his girlfriend could spend a few days out of school with him.” Says Levesque. Mroz puts in his two cents saying, “The guy they caught was stupid.” So let this be a lesson to all students that 250,00\$ worth of damage and a prison sentence is not worth spending extra time with your girlfriend. Luckily no one was hurt and since the fire the school has built a beautiful new woodshop for students, erasing the physical scar but leaving the memories behind.

The “squirrel story” is next on the docket of school legends. “So about 20 years

ago there used to be two senior boys who would hide dead animals around the school as a senior prank.” Says Mroz. Eventually the administration caught up with them and they apparently gave a list of where all the animals were. “So one day I’m in the couch room with one of my students and something smells god awful.” What could it be? A stink bug, an old casserole? Not quite. There was a dead squirrel hidden in the ceiling tile of the room!

So Mroz calls one of the seniors who was in school that day down to the office for a little talk with the principal. “I said to him, how did the squirrel get there?” and he said “I have no idea.” “So I asked him how did it get there and he gave the same answer. So I said you little punk, you’re gonna look me right in the face and tell me you didn’t do it? So I said I’m gonna cut this squirrel up and shove it down your mouth. I said I’m gonna cut it up and make you eat it.” Unsurprisingly the boy broke down under the duress and “he may have admitted to it.”

So maybe Mroz got a little to angry, and the former principal seemed to think likewise. So as the principal took Mroz out of the room she said something along the lines of you’re out of control. Mroz looked at her dead in the face and said “No I’m not, I just wanted to make him squirm.”

Here’s a quick mystery shout out that I have found shockingly little closure about. In the first floor male bathroom of the “T” if you look to the left of the urinal you will see the inscription “BDC will break you.” What does this mean? Does anyone know? Junior Nick Bergeron says, “I don’t know but I’ve always wondered, and it seems kind of creepy. Maybe it stands for “Black Dog Cult”.

School janitor Marek Filip says “The writing is there for several years and we tried to have it removed. I have no idea what

that means.” The more important question is why couldn’t it be removed, black magic? The origins of “BDC will break you” remain unbroken but I can say that from an undisclosed source “BDC” is suspected to mean “Breaking Dawn Crew”.

Here’s a mystery almost everyone in the school can relate to. Have you ever been minding your own business washing your hands in the bathroom when the faucet starts to vibrate and make some crazy noises? If you use the faucets by the library or by the computer lab this phenomena may just be attained. Do we know anything about it?

Bergeron theorizes that there are “Little elves working in the wall and every time you twist the faucet it causes an earthquake which drops rocks on the elves who scream.” According to Filip the answer is a little more realistic “Copper pipe is vibrating inside the wall and making the loud noise. It’s a plumbing issue not a Ghost.” Although I am upset that ORHS doesn’t have a cool ghost it’s good to know what’s really going on.

So what have we learned about ORHS? The secret of the whiny faucets, the truth about TRATL, a cool school legend, perspectives on graffiti and a look into the history of ORHS. Although our school lacks cool ghost stories we certainly have other things to keep us busy. Remember to keep on the look out for any phantoms or spirits and tell me if you find any! A school’s legends live on in its students and it’s your job to make sure that happens!







Alyssa Bangrazi  
Features Editor

# WHO’S YOUR PRESIDENT?

Do you know who your class presidents and vice president is? Picking the most suitable representative of each class is critical in order to ensure that the students have a voice in the decisions made by the school. Except, how was the student body capable of picking a class president and vice president without “fully” knowing who they were even voting for? When asked around who was the class president and vice president in each grade, the response was consistently “I’m not sure,” which was astonishing. Why do people not know the person who was representing their class to the entire school? How could someone express their ideas in bettering the school if they didn’t even know who best to talk to in voicing their opinions and ideas? Would you like to know more about your class presidents and vice presidents? Well here are some interesting facts.



Junior President  
Katherine Howard

**What are you looking forward to in your junior year?** I don’t know  
**How do you plan to “survive” your last two years of high school?** I need to get my work done, and I try to have fun and just enjoy my last couple of years.  
**Have you been on the student government before?** Last year I was the sophomore vice president  
**What qualities do you have that make you a good vice president?** I work hard, I put in time for the government, I am consistently at meetings and I have good ideas.  
**Fun fact?** I was born in California.

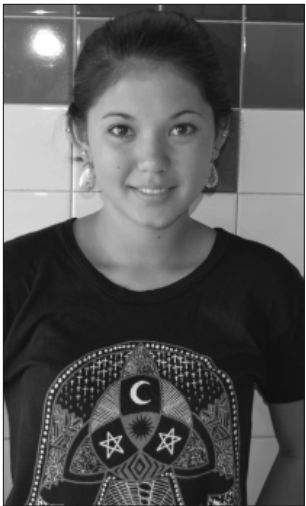


Junior Vice  
President Nick  
Bergeron



Sophomore President  
Isabella Saputo

**What are you looking forward to in your sophomore year?** I’m looking forward to the new freedoms we have, especially in the choice of classes. I am especially looking forward to taking Journalism and also American Literature 2. It’s also just another step closer to graduation.  
**What are your goals you hope to achieve this year?** Fundraising is the #1 concern, because our class doesn’t have a lot of money. I think that getting rid of dances really has taken a toll on fundraising. We also need to raise a good amount of money for graduation.  
**What qualifications do you think you have that make you a good vice president?** I think I have a strong sense of where I want to go. I simply put my eye on a path and eventually get there. I also would like to think that I am a charismatic person, who is good with communication. I think that it is really important to be good at communication because [the student government] are the [ones] to help the student body communicate to the school faculty.  
**Fun fact?** I like to bake, especially brownies and pies. I also like to help my mom with dinner, because it is fun and I like to learn new recipes.



Sophomore Vice President  
Abby Colby





Freshmen President  
Alex Ireland

**What are you looking forward to, either in your freshman year or in the next four years of high school?** One of my goals in high school is to try to experience a lot of what the school has to offer. I want to take as many electives as I can so I can experience it all. I’m also looking forward to more high level classes as I go through my years as a high-schooler.

**What do you like about the high school?** I like how the classes are much more involving than they were at the middle school. In a lot of classes we sit in circles and have whole class discussions where everyone participates.

**What qualities do you have that make you a good VP?** I am a very determined person. Once I set my mind on what is right, I won’t stop until it happens. I’m also intelligent, and I love to contribute in group discussions. Another quality that makes me a good VP is that I’m a good listener, I will always listen and reflect on what others have to say.

**What’s a fun fact about you?** I love to play the guitar. It’s my favorite thing to do in my free time, and a great stress reliever.



Freshmen Vice President  
Spencer Clarke

## PAST STAFF

Swallowed by car payments and student debt, you rarely find yourself thinking about the people in your graduating class. You know the few, the kid that was too into sports, the kid who took gym too seriously, the one who was obsessed with their ex. The major stereotypes were always filled. You’ll think back to your classes, the Chem class that you failed, and your essentials class that you swear you learned nothing from. You leave a mark once you leave Oyster River; your face is in the yearbooks, and the classes you took, along with the clubs you joined. A student-run newspaper was a big part of your past, your writing kept in Oyster River history forever.

Danielle Walczak was on the MOR staff in 2011. She is now a junior at the University of Maine in Orono, majoring in journalism. She played for their Division 1 girls’ basketball team for two years. Walczak is also writing for her school newspaper, The Maine Campus, this year. “MOR definitely inspired me to be a journalist.” Before the days of Mr. Kelly, Judy Kucera taught and advised the MOR staff. Kucera says she’s “not surprised Danielle’s a journalism major”, due to her dedication to the paper. Walczak stresses how much she learned from Kucera and appreciated the knowledge when it came time for college journalism classes. “I understood subjects I was taught in my first and second years of college before they were taught to me because she [Kucera]

gave me such a well-rounded journalism education.” Walczak believes a big part of journalism is taking risks and appreciates how MOR was able to push her out of her comfort zone. Kucera explains that she “never had to tell her [Walczak] what to do.” She had “intuition” and was always done first.

The MOR staff in 2011 was a “funny, quirky and loving group of people” Walczak says. They did a “team spirit” for the day the paper came out. One day they all wore blazers they got from Savers. Walczak explains that she “Gets the sense that less people are involved which is a shame.” Everyone can benefit from the writing, layout and people skills you gain doing Journalism.



Danielle Walczak  
Photo Credit: Elise Applegate



Harry Slepian  
Photo Credit: Carolyn Riley

Harry Slepian, Class of 2012  
Durham,NH-UNH- Studio Art

**What have you done since graduating ORHS?**

“I’m going to UNH, majoring in Studio Art.”

**Did being on the MOR staff help you out in college at all?**

“When I took Journalism 2, it was considered to be a higher level class, and wasn’t easy at all, but so worth it.”

**What was your role on the**

**MOR staff?**

“I was the head of the Op-Ed department.”

**What are your favorite memories from MOR?**

“To be honest the best times were when there were just a few people staying really late and we all got frustrated/ giddy and Mr. Kelly bought us pizza. One time I wound up writing an impromptu Op-Ed piece on the vending machines.”

**How was your MOR differ-**

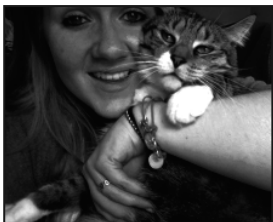
**ent than it is now?**

“I think it's probably very different, because I did it the year it was a club. Because of that there was no real minimum to how much work people had to do because they weren't obligated by their GPA to write well or even show up, so the paper was very haphazard and probably not the best quality it could have been.”





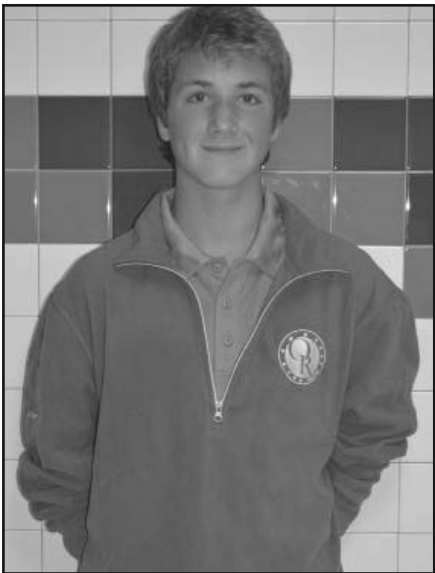
# FRESHMEN YOU SHOULD KNOW



Cece Cunningham  
Op-Ed Editor

**Name:** Dillon Mulhern  
**Sport/Hobby:** Soccer and Skiing  
**Pets:** One cat  
**Siblings:** Two brothers  
(Patrick class of 2015, Brendan class of 2011)  
**Favorite Subject:** Intro to art

Mulhern has lived in the district for the last ten years. He has been skiing for ten years and playing soccer for the last eight years. So far Mulhern says that is feeling really good about this school year. His only hope for this school year is to get good grades in all of his classes. Outside of school Mulhern hopes to, “Shred a lot this winter.”



**Name:** Molly Hogan  
**Sport/Hobby:** Basketball  
**Pets:** Two dogs and two gerbils  
**Siblings:** One sister (Kelsey Hogan class of 2014)  
**Favorite Subject:** World Cultures

Hogan has lived in this district for the last 9 years. She has been playing basketball since she was in the third grade. “I like the challenge of the new classes,” explains Hogan on how her freshman year has been so far. Her two hopes for this school year are to do well in all of her classes and to make a lot of new friends.



**Name:** Cam Casella  
**Sport/Hobby:** Cross Country  
**Pets:** Two dogs  
**Siblings:** One sister (Sophie Casella; Class of 2013)  
**Favorite Subject:** World Cultures

Casella is from Barrington, NH making this his first year here at Oyster River. He has been doing cross country for the last three years now, and also plans on joining the track team. So far Casella has been enjoying high school explaining, “High school has been really good, but it’s a big jump from my old school.” His hopes for this year are “To have a good, stress free years and get good grades in all my classes.”



**Name:** Lexi Nash  
**Sport/Hobby:** Soccer  
**Pets:** One dog  
**Siblings:** One sister (Kirsten Weiker class of 2015)  
**Favorite Subject:** Health

Nash has been playing soccer for the last six years and is currently playing for the girls varsity team. This is her third year in this district. “High school has been really good surprisingly,” says Nash. She has met a lot of new people and made a lot of new friends so far. Nash’s biggest hope is that the rest of the year continues to go well.

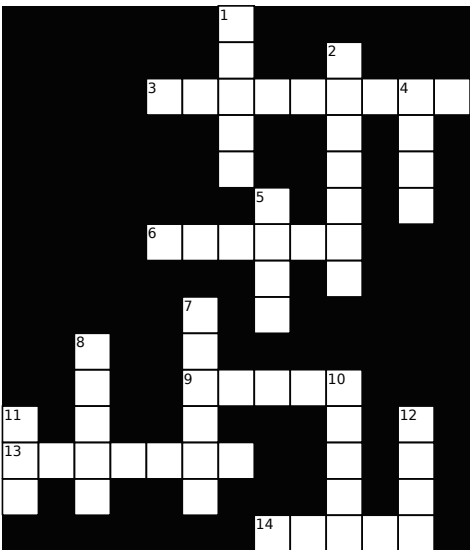


**Name:** Sierra Carpenter  
**Sport/Hobby:** Soccer  
**Pets:** One dog  
**Siblings:** One brother in 7th grade  
**Favorite Subjects:** World Cul-tures and Biology

Carpenter has been playing soccer since she was just two years old. This year as a freshman she made varsity for girls soccer here at Oyster River. Carpenter has lived in this district for her entire life. So far she is enjoying high school explaining, “It’s better than middle school, but way different.” Carpenter adds that she does not have any specific hopes for this school year; only that it continues to be a good year like it has been so far.



FUN & GAMES!



- Across

3

Mr. Q's full last name

6

The floor where the swimming pool is located in

9

Ms. \_\_\_\_\_ is the new English teacher

13

Chinese Culture Club leader

14

Male Librarian
- Down

1

\_\_\_\_\_ color day (last day of spirit week)

2

Yellow electric mouse

4

Famous Oyster River High School alumni rapper

5

Two slices and a coke

7

Oyster River's mascot

8

Substitute teacher with a rocking mustache

10

Ben, Helen, and Matthew \_\_\_\_\_

11

\_\_\_\_\_ will break you

12

Notorious wood shop teacher

	4				8			
1							7	2
6		8	2	9	1	3	5	
	1	4	6		7	2	3	
	6		5					9
		5	9			4		
		1	7	3		6		8
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	5						4	



Trevor Oakes  
Guest News

We’ve all had our embarrassing moments during school. Just a normal day in class, until something goes horribly wrong, and it gets terribly awkward. While most of us choose to keep as quiet as possible about the humiliation we experienced, these brave souls shared their stories. See if you can match up these embarrassing anecdotes to their owners.

- Alex Morrell

Carli Chiodo

Kai Forcey-Rodriguez

Cece Cunningham

Maggie McNamara

Amanda Souvanaseng

Gus Loureiro

Colby Runk

Liam McNamara

Connor Grady

Emily Oliver

Selia Libby

Hayley Poff

Sandra Strogen

Ryan Kerrigan

Haley Jones
- A. Wore a dress to school and was asked by a teacher to close their legs, because everyone could see.

B. Managed to hit themselves in the face with the golf ball while playing in gym class.

C. Accidentally walked into the boys’ locker room, when it was full.

D. Had hole so big in the back of their pants that they fell off.

E. Went singing through the halls past classes, and all of the seniors heard.

F. Dared to moon a fellow student in fourth grade, and then did.

G. Backpack got caught on dress after she left out of the library. Walked all the way to the cafeteria flashing the hallway.

H. This person farted loudly while going into the downward dog position during yoga.

I. Accidentally choked someone out in the core until they fell to the ground and received a concussion. Afterwards this person ran through the halls crying, before throwing up.

J. Walking behind someone who stepped on a bee’s nest during a walk in College Woods in 6th grade. Had to take off their pants in front of the whole class as Mr. Parsons hit them away with his hat.

K. Had to take a trip to the emergency room due to a “groin” injury sustained in gym class.

L. Accidentally fell into a split while wearing a skirt in front of a group of strangers.

M. Had their first kiss caught on the ski bus by a parent with a flashlight.

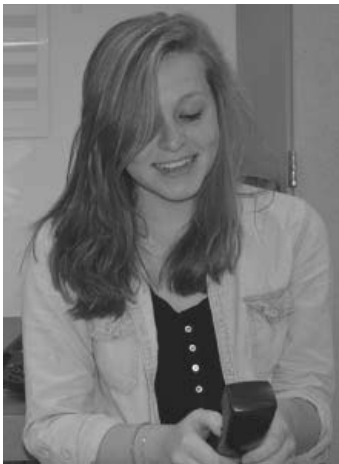
N. Ripped their pants while bending over in front of a group of people.

O. Got sent home for smelling like a skunk in 7th grade.

P. Had a water bottle thrown at her head by an upper classman in front of all of her friends.



Alex Morrell: J. Carli Chiodo: I. Kai Forcey-Rodriguez: F. Cece Cunningham: L. Maggie McNamara: E. Selia Libby: B. Amanda Souvanaseng: C. Gus Loureiro: K. Colby Runk: O. Liam McNamara: H. Connor Grady: D. Emily Oliver: M. Hayley Poff: N. Sandra Strogen: P. Ryan Kerrigan: A. Haley Jones: G.



Gabi Meyerson  
Op-Ed Writer

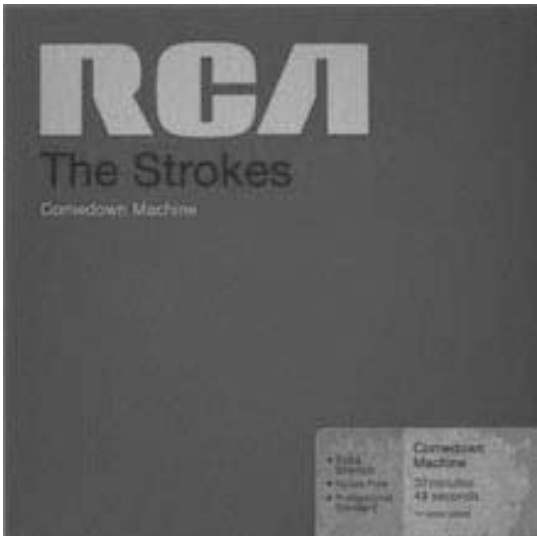
# ALBUM REVIEWS

If you look in the #foals tag on Instagram, you’re going to find two things: pictures of teenage girls with horses, or a five piece band from Oxford, England. The fast-lived underground genre of “Math Rock” died out quick, along with their 2003 group, *The Edmund Fitzgerald*. Two years later, *Foals*, started in 2005, while the members met attending at a university in Oxford. Eventually getting signed to Warner Bros. Records, *Foals* released an album a few years later in 2005 titled, *Antidotes*, which gained more attention in the UK as compared to the US, where it didn’t chart. More recently, *Foals* released a second album in 2010 named, *Total Life Forever*, and following that up with *Holy Fire* earlier this year.



*Holy Fire* is the third studio album released by *Foals*. A throwback to their first album, *Foals* draws inspiration from the singles that got them to where they are. This band wants sold out shows and *Holy Fire* is the album that is going to get them there. The lead single *Inhaler* was at 20 on the US alt. charts for 2 weeks, eventually making way for the second single, *My Number*, which held a solid #1 spot in the UK for a few months, and then hit 23 on the alt. charts in the US. Producing instant-click compositions that stay with you for days, the band is sure to become a more mainstream name by the time they release their next album.

Julian Casablancas was born in New York City in 1978, only 20 years later would he start the band that would be known as The Strokes. Grabbing friends he met during a quick stint in college, *Is This It* was released in 2001, and their debut received many praises. In the wake of strong lyrics and music The Strokes cranked out *Room On Fire* (2003), within 8 months of the debut, but was not released for a year after it was finished. *First Impressions Of The Earth* (2006), followed, but after a 4 year hiatus *Angles* (2011), was released under RCA records. RCA soon took over The Strokes, and brought in artist Pharrel Williams, to help produce *Angles*, as well as *Comedown Machine* (2013). Fronting the band is Casablancas (lead vocals), and Albert Hammond Jr., (guitar and backing vocals). Other members are Nick Valensi (lead guitar), Nikolai Fraiture (bass), and Fabrizio Moretti (drums).



2013 was said to be the year for The Strokes, but to some, that’s false. *Comedown Machine* was released on RCA records on March 26th (March 27th in the UK) with mixed reviews from fans. “Overproduced”, “fake” and “too mainstream”, are some words expressed by fans on social networking sites. Senior Katie Haas has been a Strokes fan since they made a MySpace page. “Comedown Machine has 2 good songs and that’s really bad considering the first three albums from The Strokes. This album was so anticipated, and it’s really sad that I only like a couple songs.” Others feel differently about Comedown Machine, almost comparing it to their highly rated first album. “I actually really liked CM, it was totally different, and I’m in love with it. I listen to it all the time, I don’t think I’ll get sick of it anytime soon,” said Senior Branwyn Ritchie, “I can let it play through without skipping songs, that’s how I judge if an album is good or not.” Although recently on blogs and other media sources, The Strokes have released videos of past tours and audio clips of demos from previous albums. To some, that translates to The Strokes ending, or it could mean a new tour, after a 6 year hiatus.



# WHAT’S COOKIN AT OYSTER RIVER?

## CONTINUED



Alyssa Bangrazi  
Features Editor

These classes are recommended for anyone and everyone (intro to culinary is prerequisite). “Even if you’re not looking at culinary for a career path, everyone has to learn how to cook and how to feed oneself. Eventually people won’t know how to cook in our society, especially if they never learn. Many people nowadays are just eating processed food. We can control what goes into our homemade food, and by doing this we can make our diets healthier. Besides, cooking is just plain fun,” Kishbaugh adds. Constantino recommends this hands on class to anyone who “likes to bake and if they want to do this as a career then it’s a good first step to make sure it what you want to do.”

Another class offered here at Oyster River is Practical Writing and Presentation, by Mrs. Yatsevitch, Mrs. Sullivan and Mrs. Horsley. This class was created due to a, “new system of standards in the district known as the common core standards. This standard has been a benchmark in 40 some odd states, and they sketch a guideline that show standards which need to be met grade by grade. This class is offered for students who want to improve the nuts and bolts of their writing structure,” states Mrs. Y. While in the process of making this class, the english department decided



Junior Nathan VanAken breaks down paragraphs as class-work.

that they wanted the class to be as interactive as possible. “What we do is we break stuff down, beginning with things as simple as sentences. People practice this competitively. What’s appealing about this class is that, instead of trying to digest a whole essay, we can look at a chunk of text. It’s *“There is good information that everyone should know about writing and presenting,”* -Nathan VanAken

Along with breaking down sentence structure, this class focuses on presentations and powerpoints. You learn to become comfortable with yourself, which ultimately benefits your presentation skills. One of the projects that is focused on in this class is known as the “passion project” which is a very casual element. “I find it very powerful for a student to say ‘this matters to me and

this is why...’ which makes people feel comfortable to be yourself. It also makes people more engaging, and we are able to get kids to become more vocal and more themselves,” Mrs. Yatsevitch explains.

*“I would personally suggest it for sophomores before they go to an elective. It’s a really good stepping stone in the process. This class is also good for people who have a fear or anxiety with writing, reading and presentations.”* -Mrs. Yatsevitch

“I so far have enjoyed being in the class. It is a lot of fun and there is an activity for every lesson that we learn. at the end of every week we review what we have learned and then apply the information starting the week after,” says junior Nathan VanAken. Likewise with VanAken, sophomore JJ Pitkin states, “ I just wanted to try something different and I thought it would be fun! And I was right!”

Most of the work provided in Practical Writing and Pre-



Mrs. Yatsevitch helps a student break down a paragraph.

sentation is done in class. There are minimal homework assignments. Although there are some tests, you are given time throughout the week to practice what you learn. These assessments are simply broken down to the vital parts of what the class has learned that week. “We make it very clear as to what students are being assessed on,” Mrs. Yatsevitch shares. Along with assessments, there are projects that are given, including the passion project.

This class is suggested for people who want to “build a set of skills which are building blocks for bigger pieces of writing. I would personally suggest it for sophomores before they go to an elective. It’s a really good stepping stone in the process. This class is also good for people who have a fear or anxiety with writing, reading and presentations.”

Pitkin and VanAken both suggest this class for anyone, “there is good information that everyone should know about writing and presenting,” VanAken adds. The skills learned in this class are relevant and applicable to use for the rest of your life, so picking up and mastering your writing and presentation skills is very significant.



# LIGHTS ON, LIGHTS OFF?



*Brenna Walczak*  
*Sports Writer*

Walking down the halls of Oyster River High, I slowly become accustomed to the constant change of light coming out of each class room. Depending on the teachers preferences the lights stay off or on throughout the day. What really causes teachers to want the lights off? For that matter, why would the teachers want the over head lights on? I quickly realized it was all a matter of opinion, lights in a few rooms never went on and other rooms never turned off.

According to Mr. Cangelo, “when I come in here [his room] it looks like a hospital room or something [when the lights are off it is] a much less sterile environment.” He believes that under no circumstances should the lights be on “I actually wish I could put duct tape over [the light switches].” This would eliminate the possibility for them to ever be on. Sadly after doing some research it would be against fire code to cover the switches. For now, Cangelo will have to stick with his own lamp lighting system and just hope that no one ever flips the switch to on.

There are many reasons why the lights should be off. “[the school’s] lights give me a headache. They should be half on [not fully on] because you shouldn’t want to wear sunglasses indoors.” said senior Joycelyn Loughlin. Students complain that “these lights hurt”, the light bounces off the desks reflecting into their eyes. Although sometimes the lights sound can be even worse than the visual they provide. For optimal concentration one might want silence to focus on their work, instead all you hear is a loud, continuous, buzzing sound, “it’s very distracting,” says Loughlin.

Should there be a rule as to when the lights go off? According to Mr. Whalen it is “based on the discretion of the teacher. If you are working on the board, of course you will have some sort of lights [on].” Although Whalen may be an exception to the rest of the teachers, he has one of the six rooms in the high school with only one window. “I’ll always have [the lights] on. No matter how much sun is coming through the window, it’s not going to reach everybody in the room.” This brings us back to Hawley’s point: it’s all about the welfare of the students. He says that he doesn’t “want to impact someone who can’t necessarily see as well and it just makes it easy for everyone to do it.”

Even it’s for the students who may not be able to see as well, is keeping the

lights on really what is best for the classroom? What if it is 100 degrees on the third floor? Would you keep them on? According to Whalen, “Mentally I think it can effect [us] but physically it has no impact.” This coincides with what sophomore Colin Runk has to say. “When the lights are off and it is hot out, it makes it seem like you’re in shade which I find to be more comfortable [than the heat with the lights on].” Whalen is right. According to energy4you.net, even though the light bulb will get hot the florescent bulbs do not omit enough heat to change the overall temperature of the room. Hawley sees it in a different way, “they should be off, just out of respect for the students. You can’t learn in those [hot] types of environments”.

Although lights off can be just as bad, even more so in the morning, “especially for us in history” Hawley says. “If you shut the lights off, you might create an environment that is too comfortable and sleepy.” It’s only human nature that people can become sleepy or tired without lights on and just doze off. “We’ve all been in the situation where you fight the sleepies; it doesn’t make them a bad person it just makes them tired.” I can vouch for any student in that situation. My freshman year I had World Cultures A period. I remember going to class, sitting down, and Mrs. Raiford telling us we were going to watch a movie. The shades would be shut, and the lamps would be turned off. Then it would happen. Slowly my eyes would droop. My blinks would get longer and longer until I was focusing all of my energy on not falling asleep rather than what was happening in the movie.

There is definitely more than one side

to the lights on and off spectrum. What happens when it is cold and snowing like it often is in New Hampshire? In fact, it’s so cold and snowy that no natural light is getting in through the windows. What would the teachers who don’t use the florescent over head lights do then? Cangelo has the simplest answer in the book, “I’d get more lamps.” That just goes to show you how much he believes that fluorescents should never be on in the classroom.

As reported by Mr. Hawley there are benefits to using fluorescent overhead lighting in the field of cost. “I wrestle with the florescent light vs. the atmospheric [lamps] lights oddly enough based on watt consumption. Fluorescents are far cheaper to run than incandescent bulbs.” Believe it or not the first few years Hawley taught at Oyster River he did not subscribe to the idea of fluorescently lit rooms. After awhile some students responded really well to the low lamp style lighting, but others did not. “When you teach you want to makes sure everyone has equal access to accomplish the things they want to accomplish.” Hawley saw that the lamp lighting could be impacting some of his students poorly so in “no disparagement to my colleagues that don’t like them [florescent over head lights] at all”, he switched back to fluorescents with his best intentions being toward his students.

So what is the right way to go, Lights on, or lights off? There will always be multiple view points for both options and may never be a clear answer. Im sure that aguiments for each side could be made. For now we will have to leave it up to the teachers.



Mr. Cangelo showing his lamp love. (wearing his spirt week decades day garb)





# STRICT ATTENDANCE IS BACK



*Sam Colby  
Op-Ed Writer*

Whether or not you paid any attention to the school assembly on the second day of school, the attendance policy has changed. Drastic changes have been made to the policy since last year and the fear of being tardy or absent too many times is now a reality, once again.

This year's attendance policy brings back the idea of an attendance failure. It's quite simple, three times tardy to a class will equal one absence in that class, get five absences and your grade drops to 64; one point below failing. To some, the fact that it is possible to fail due to too many tardies can be daunting. However, some cleared up rumors from the administration shed new light on a strict situation.

"There is an appeal process" explains Vice Principle Mike McCann. McCann states that once you have failed due to your attendance or lack of, there is a thorough process which involves students, parents, and teachers. The appeal process gives students a

na Horsley seems to favor this year's policy. "I think it was confusing for students and for teachers to get a sense for how we should enforce attendance" explains Horsley, expressing her frustration for the policy of last year. When asked about her opinion on the attendance failure, Horsley replies "I think it sounds pretty harsh when you put it that way." However Horsley also mentions that she's heard of many students who weren't attending classes but were still able to pass. ORHS junior Zephyr Jaeger shares similar ideas. Jaeger says it was very easy to get yourself caught up with missed work, even with the lack of an attendance failure last year. "If you miss a day, the teacher will usually go over it the next day" explains Jaeger. "I think that it was nice for kids to not worry about it if they were absent but I also think kids took advantage of it" adds jaeger, touching upon the laid back policy of last year.

When ORHS senior Amanda Souvannaseng first heard about the

says he had also first heard of the new policy at some point over the summer. "I'm not worried about it, I'm usually not late" says Runk. "My only issue is, sometimes teachers mark me absent when I go to the bathroom at the beginning of class" adds Runk, briefly touching upon another related topic. Despite Runk's personal nonchalant attitude towards the new policy, he believes in the grand scheme of things, it's a bad idea. "I don't think it's fair to fail someone just because you're late, in college you could pass a class and miss many days." McCann also touched upon this aspect of the policy, although his opinions differed from Runk's. "Teacher's want students to be there" states McCann. "It will benefit the students in the long run" he adds. McCann does admit to a potentially flawed part of the policy, "You could be 1 second late three times, and only be missing 3 seconds of that class, but you would still be counted as absent." However he also states "We want to deal with tardies separately from absences". McCann says there has not been a whole lot of feedback so far from teachers regarding the new policy; however, he believes teachers favor it.

I however, do not favor it. I believe being a few seconds late to a class should not de-



chance to explain why they may have been tardy or absent, it also gives parents a chance to support their student in the debate. McCann also clarifies that documented absences, of course, will not count against you. A documented absence could include a doctor or dentist appointment, a court date, or other pressing matter. "Some people took advantage of last year's laidback policy" explains McCann, as he gives one of the many reasons for the new policy. Those who are unfamiliar with last year's policy (the majority of which are freshmen) should know that there was no such thing as an attendance fail. Sure, absences and tardies were marked in PowerSchool, but they would not count against your grade.

ORHS English teacher Shau-

new attendance policy over the summer, she seemed un affected by the change. "I heard about it sometime over the summer, but I usually don't miss class or show up late anyways" explains Souvannaseng. She also states that the new policy does not make here any more motivated to hurry to class than she was last year. "I just show up whenever I get my books" says Souvannaseng "I don't think being late technically speaking means your late to the actual beginning of the class" she adds. To put this simply, often if you are a few seconds "late" to class, the teacher has not actually begun the lesson.

ORHS senior Colby Runk

termine your grade. After all, grades are based on the ability to regurgitate information ingrained in your brain, being on time plays no part in that assessment. If a student is going to be repeatedly late, it should be their responsibility to make up work and notes missed, which should be adequate consequence in itself. However not all students would be able to get themselves back up to speed if they missed class, so I understand that for the majority of students at ORHS, the attendance failure must provide motivation to get to class every day, and on time.





# TAKING OYSER RIVER FOR GRANTED?



**Landon Burt**  
*Op-Ed Writer*

have. Although we have lost some of the privileges over the years we still have added or obtained several of the positive aspects that left other schools amazed and dumbfounded that we were aloud. Open Campus, dress code and electronics are some of the big privileges that let us stand out from all of the rest.

Open campus has been has been a huge controversy at our school for the past couple years at our school now. It puts a lot of extra stress and work on the school to make sure that everyone can be safe and out of trouble at all times. We are one of the only schools in the area that allows both juniors and seniors in our school to leave during the day for open campus. Some of the reasons that we are able to have this privilege are because we are such a small school so it is easier to keep track of everyone within the school. The location of our school plays a big factor in

How privileged do you feel to go to Oyster River? Believe it or not there are many things that we have at our school that many other schools are not able to

open campus. "If we did have open campus, we really wouldn't have anywhere to go, because Coe Brown is pretty much in the middle of nowhere" quoted Chris Buchanan a former student at Coe Brown who switched to Oyster River after his first year. "I Seriously envy you guys all so much, every school should have this!" quoted Mike Lavigne, a student at Noble High School who has now become severely depressed to find out that we have this privilege. Since Durham is a college town, there are several shops, restaurants and other great facilities that are open to the public and are able to be used when off campus.

Cell Phone use is another big part of our school that is considered a privilege. Not many teachers at this school will confiscate phones in class or even not allow them in the halls. Some schools within the area will take a phone away from a student if it is seen at all during the day. "I like the phone policy at our school, because we can use these electronics for several things during the day, such as a calculator or to get in touch with someone" says Evan Rogers, A senior at ORHS. Phones have so many benefits that can end up helping us with work that we do in school and it's a shame not to use the future of technology to good use.

One of the last privileges that we have at ORHS that isn't quite as unique is the dress code. Although there are several schools around the area that have the same dress code as us, many of them are starting to change. Many schools have banned Yoga

Pants from the schools such as Dover and Spaulding declaring that they are to "revealing". Other schools such as Coe Brown have a dress code that limits what their students wear in order to keep a more sustained reputation. "The dress code is very relaxed here and I don't usually have to think about it at all." This gives the kids a little more freedom to express themselves and be able to wear what they want.

"I think that these privileges really teach responsibility to the students here" quoted Ms. Gelsomini, a former spanish teacher at Dover High School before transferring to this school. As a former teacher of Dover she talked about how the teachers from dover would crack down on kids when it came to cell phone use and what kids wore to school. "It was interesting to see how kids are actually encouraged to use technology with their school work as opposed to banning them altogether. Many kids take this school for granted and think we have lost so many of our privileges. In reality we really haven't lost too many and still have many privileges that other schools don't have at all.

### Open Campus

**Portsmouth - Open Campus for seniors all year and juniors second semester**

**Dover - No**

**Coe Brown - No**

**Spaulding - No**

**St Thomas - No**

**Pinkerton - Just seniors**

**Exeter- Just for seniors**

**Noble High School- No**

**York-Seniors**

### Cell Phone Policy

**Portsmouth - Not Allowed**

**Dover - Limited Use**

**Coe Brown - Not Allowed**

**Spaulding - Not Allowed**

**St Thomas - Not Allowed**

**Pinkerton - Incorporated**

**Exeter- Incorporated**

**Noble High School- Incorporated**

**York-Incorporated**

### Dress Code

**Portsmouth - Not strict**

**Dover - Yoga Pants, hats banned**

**Coe Brown- No Hats-Shirts, Yoga Pants, Short Dresses**

**Spaulding - Yoga Pants Banned**

**St Thomas Uniforms**

**Pinkerton Not Strict**

**Exeter- Not Strict**

**Noble High School- Not Strict**

**York- Yoga Pants Banned**



Students leaving during their lunch period





James Tuliano  
Op-Ed Writer

Imagine traveling across the country by yourself at the young age of 10. Imagine an evil corporation following your every move and attacking you whenever they can. Imagine capturing wild and untamed animals that you met in the forest and training them to protect you from other animals and potential serial killers. Welcome, to the magical world of Pokémon.

When Pokémon was first introduced to America in 1996, kids everywhere came together and made friends with people they would not normally make friends...all to achieve one mutual goal: "Catch them all". Pokémon is a strategy role-playing game made originally for Nintendo's Gameboy. The player would explore a giant world and encounter different animals, or Pokémon, that they could either fight or capture. The main hook of the game is to catch every single different Pokémon and trade/battle them with your friends.

"My favorite part about Pokémon would have to be catching all of the different types of Pokémon and using them to beat all of the gym leaders" says long time Poké fan Kody Wilson. "After I beat all of them, I just wait for the next game to come out and do it all over again."

After the first editions of Pokémon were released, children from all around the world experienced and became addicted to the capture-battle system that Pokémon is famous for. Accompanied with an equally popular cartoon, it seemed as if kids could not get enough of the tiny critters.

Gabriel Burt, 11 years old, has been playing Pokémon for 5-6 years. Gabriel has developed strategies on his own for when he plays the game.

"I have to think a lot when playing, especially when I'm battling" says Burt. "It's a really exciting game and takes a really long time to finish".

Most of the children that got hooked on Nintendo's popular franchise of course grew up and moved on from Pokémon. But some of them just couldn't break the habit.

"It's so addicting!" exclaims Gus Loureiro, 17 year old senior. Loureiro has been playing Pokémon since he first got a Gameboy in elementary school and has never stopped. "I love Pokémon".

The original Pokémon games,



## NOT JUST FOR KIDS

Red and Blue, spawned 14 direct handheld sequels and have two more set to release sometime later this year. These sequels allow younger generations to begin on their own first Pokémon journey as others are just continuing theirs.

"Beating the elite 4 (the final boss of the game) is my favorite part of Pokémon!" Says Liam McNamara, 9th grade Pokémon Player.

When you are a child and just learning how to play, you don't experience everything the game has to offer. I would argue that Nintendo makes the game playable to young children (which is the target audience of the game), but allows older players to enjoy a much more in depth experience. When you



Senior Adam Jeffrey playing Pokémon instead of doing homework

are older and more intelligent, you develop your own strategies you use to beat your enemies (or friends) that younger children cannot mentally process.

It's a completely different game. Self-acclaimed Pokémon Master Sandro Calzone, a 17 year old student who has played Pokémon since he was 9, says that his strategy has evolved as he grew older.

"There is definitely a strategy to Pokémon" says Calzone eagerly. "When I was younger, I was very slow and I didn't understand how one Pokémon could be better than another, but

*"There is definitely a strategy to Pokémon"*

*-Sandro Calzone, 17*

now I train and catch all of the best Pokémon and beat the game quickly so I have everything I need to catch more powerful Pokémon."

We progress the game differently depending on our age. We start to learn how the system and coding of the game works and use it to our advantage. When you're older, it starts to become less of a game and more

of a sport. You aren't playing to have fun anymore; you are playing to beat your friends and to be better than your friends.

Patrick McDonough, 18 year old UNH student, has been playing since he was three years old.

"I would say my strategies have evolved since I was younger" explains McDonough. "You have to think so much to play Pokémon. You have to have serious Poké knowledge"

Yet no matter how you play the game, you become instantly hooked.

We become so addicted to the point where we are bringing in our Gameboys to school to show off our latest Pokémon catch and to finally battle with that kid from math class. You turn into a zombie, only focusing on your Gameboy screen and zoning everything out. In class, you can only think about the next move you are going to train your Charizard and what Pokémon you want to catch next. You can't focus; you are going through withdrawals.

Pokémon is a drug. But after a while, you take a break from your critter catching spree and enjoy other things that life has to offer (like Call of Duty). You forget all about the countless hours that you put in training your Pokémon. You forget about those sleepless nights you spent alone in your room trying to

find that rare Pokémon your friend told you about. You forget about trying to be the very best. Like no one ever

was. But then you find your old Pokémon game in your room and get right back into the action. It's a never ending cycle.

It's not a bad cycle, however. You start to bond with people you wouldn't consider your friends over the game. You gain the confidence to talk to that cool guy in your science class because you know he has a level 100 Pikachu and you want to battle it. You finally get the courage to ask out your crush that you've had since 7th grade because you feel like you are on top of the world because you just beat your friend in an extremely close battle. Okay, maybe not.

It all goes back to elementary school. You get the new Pokémon game for Christmas and you bring it into school and battle with all of your classmates. The trend will follow you throughout your entire life, better or for worse. While Pokémon appeals greatly to its younger target audience, you shouldn't be surprised when you see high school and college kids drinking their coffee in one hand and playing Pokémon in the other.



# Vs. AMERICA



*Trevor Oakes*  
*Op-Ed Writer*

Every year we invite kids from all over the world to come spend the school year with us. It's a great experience for both us and them, everyone learns a lot about different countries. Although it is a good experience it can be nerve racking at times, because of so many differences between these countries. Fortunately we have so many students from different countries that have moved to Oyster River that were willing to share what it's like to live in America through their eyes. "The foreign exchange kids tend to do very well in my class because of their work ethic" says Mr. Mroz who claimed he can't remember ever having a foreign exchange student that didn't do well in his class. He also believes that this could be due to the fact that all the exchange students have to be very mature in order to move away from their family for an entire year.



Martina Lofquist is a recent exchange student from Sweden that moved in with her host family the last two weeks of summer. She has been to America before, where she traveled to California and Florida, but this was her first time coming to New Hampshire. So far she has seemed to really enjoy her time here and has already made several friends. "Everyone is so much more outgoing and welcoming here" says Martina, noting that this was one of the biggest differences between here and Sweden. Martina went to school in one of the best public schools of Stockholm where they wore "very proper clothing and all the women had handbags instead of backpacks". Another thing that she added was that she was able to leave the school as she pleased since, the 6th grade. Although she misses her

family she really likes America and said that she would hopefully like to be accept into an Ivy League college in the New England Area. Dongnan Guo came to our school last year at the beginning of the year. Although he moved here with his parents, he recently bought his own



apartment near the UNH campus. Dongnan has been very engaged with this school taking a huge class load, making several friends and recently starting his own Chinese Culture Club. Dongnan wrote an article in a Chinese magazine recently describing his experiences and differences that he found between America and China. He is planning on returning to China after finishing his P.H.D. In the future he hopes to let his children have the same experience that he did traveling to America to study because of his fondness for the education programs over here in America.

Phillip Posset came back to our school last year as a junior. He had lived here all throughout elementary school but then went back to his homeland of Germany for seven years. Although he loved Germany and misses several of his friends he is glad to be back in the U.S. "One of my favorite things about the U.S. is the amount of happy and accepting people" says Posset. Because of this, Phillip has made several new friends when coming back to the U.S. One thing that he misses about Germany was the amount of "freedom" that was given to him as a young adult there. "You receive more responsibility earlier on" says Posset. Phillip says that the schools in Germany are divided into academic achievement in Germany which is completely different from how they are set up here in America. "The classes are also a lot less interactive and more of chalkboard teaching" says Posset. In the future Phillip plans on returning to Germany to go to college because the tuition is free and also he feels the academic college programs are more specifi for what he is looking for.

Hudson Costa (aka Mr. Huddles) was a foreign exchange student of the year 2011-2012. He traveled from Belo Horizonte, Brazil to America in order to spend his senior year here with us in America. "It's hard to compare them because the (high) school system in Brazil is completely different from the American one. For example, we go to school either on mornings or afternoons and we stay the entire time in one classroom while the teachers go from classroom to classroom during break" said Costa who claimed that he enjoyed our school system better because he felt there was more freedom Hudson felt that the biggest difference in culture between Brazil and America was the people. "Hudson was very quiet and stayed in his room a lot" quoted Nick Bernier, who hosted Hudson during his time here in New Hampshire. He felt that the people in Brazil are more open, it is a lot easier to make friends and talk about personal things. "Brazilian culture in general is different and unique since it is mostly a mix of european, African and native Brazilian culture" says Costa, naming a few of the reasons he loves Brazil so much. Hudson is currently a freshman in college in Brazil and is hoping to be graduating with a major in Aerospace engineering. He is hopeful that he will take be able to be a part of another exchange program in order to visit America again.





## HEALTH 2

### DOES OUR CURRENT HEALTH PROGRAM WORK?



**James Tuliano**  
Op-Ed Writer

It's nearly impossible to avoid the inevitable fate of teenagers in high school using drugs and drinking alcohol. This is the age where they are all starting to become more independent and expected to have the responsibility of an adult with the mindset of a child. We can't stop them; all we can do is make them aware of what they are doing.

This is one of the reasons why the class Health is taught. It's a very informative class that answers all of those burning questions you have but too embarrassed to ask. We learn about sex, drugs and other physical and mental health issues that directly affect you as a teenager. Since high school is such a dramatic change from middle school, it can be hard to adjust. Not only are you going through a location change and a large educational expectation increase, your body is going through changes that you've never felt before. Suddenly, you have a sex drive and start to smell bad. You are changing from a boy to a man or a girl to a woman. Health class in Oyster River High School is taught by Mr. Q. He has taught this class for decades. He has extensive knowledge of the mental state that teenagers are in, which makes him more than capable of running a course that is so much more important than students think it is. We don't want to listen, but we still have to so we can understand what's going on.

After our freshmen year, however, we are never talked about any of these subjects again. We are forced to take the knowledge that we acquired and use it for the next 4 years and throughout college. It makes little to no sense that this subject is taught at such an early year in our high school life. Let's look at these statistics.

According to about.com, a study in 1997 deemed that 72% of 10th graders have tried alcohol. 12th graders, however, have a much higher percentage at 81.7%. An almost 10% increase. The rates almost always increase as the student gets older. We start to forget about all of the dangers that we learned about as a freshmen and experiment. We start to lose the knowledge that we obtained as a freshmen and make unhealthy choices.

*"Originally, it should be a freshmen class. A lot of freshmen have already made a lot of "interesting" choices by the time they come into the high school."*

-Mr. Q

If we want to keep the children of New Hampshire, or at least Oyster River safe, then we must make some changes to

when health is taught.

Being a senior in high school, I don't remember much about freshmen year. I don't remember anything from health class as it was so long ago. While I agree it's important that health should be taught during the beginning of our high school years, I think that sophomore year would make more sense. Sophomore year is right in the middle of our high school carrier, so it would be a smarter option to choose from if we we're still restricted to only taking one health class.

A more logical choice, however, would be having a class that would act as a "Health 2" class. I would argue that what we learn in health is a lot more important than what we learn about in gym class. But Gym is required half of freshmen year and all of our sophomore year. How does a class that, while fun, doesn't teach us things we need to survive our adolescence be more important than things we need to know. Wouldn't it make more sense if we put another health class as a mandatory class for our junior or senior year?

Class of 2013 graduate Serena Pape didn't seem to remember everything we were taught in health. "I remember doing a project on hashish, setting up my digital portfolio and I remember the birth video. I don't know what else."

*"I remember doing a project on hashish, setting up my digital portfolio and I remember the birth video. I don't know what else."*  
- Serena Pape on what she remembered about health class

It's not Mr. Q's fault that we don't remember much about the class. It is difficult to recall things that you learned in your freshmen year classes as an upperclassmen as it feels like it was so long ago.

Learning about the things we are taught in health are definitely important to learn during our first year of high school. I think, however, that our education on things that are extremely important for our physical and mental health should not be held after that year.

Our health teacher, Mr. Q, also believes that it would make more sense to have two health classes.

"Originally, it should be a freshmen class. A lot of freshmen have already made a lot of "interesting" choices by the time they come into the high school. Hopefully, as a freshmen class, they could learn some things that could maybe change some of their ways" explains Mr. Q. "I think there also should be a junior or senior part too as an exit program to go on for more later life type of things they might run into in college" An entrance and exit program for health like Mr. Q explained was once a serious consideration.

"A health 2 class or life skills class was the original proposal way back; an entrance and exit program." explained Mr. Q Perhaps Oyster River could benefit from an entrance and exit program. If we won't make good decisions, we should at least be educated on the choices that we will make so that we know how we can be safe.



# BLAST FROM THE PAST



Alex Morrell  
Sports Editor

These days, the sports rosters at Oyster River High School are full of the athletes with talent and dedication along with commitment to the team. We all remember the days of Oyster River Youth Association (ORYA) and the joy it brought to each one of us; no matter how gifted we were at the sport.

Photo Credit: Griffin Sperry

ORYA, depending on the enrollment size, will mix grade levels together into one team. Pictured on the left, an ORYA Squirts hockey team from 2006. The team includes recent alumni of Oyster River High School, as well as current seniors and juniors. Many of these players continued to play hockey through high school. Senior Hannah Herz-Khan has been playing hockey for 12 years and “loved the hockey program at ORYA. [The team] had very dedicated coaches with lots of experience.”



(from left to right) **Top Row** – Ian Elmslie, Tyler Chapman, Trevor Delisle  
**Middle Row** – Andrew Paquette, Griffin Sperry, Sam Trombley, Hannah Herz-Khan, Patrick McDonough, Jordan Petrovitsis, Cooper Hoffman, Charley Borek, Julien Pelletier  
**Bottom Row** – John-Mac Mroczka, Cooper Smith, Connor McDonough



Photo Credit: Brian Lesniak

Pictured on the left, the 2008 ORYA Major League Cubs team poses holding up their championship trophies. A small number of these players continue to play baseball today. “We were so proud to be the champs that year. It was certainly a highlight of our ORYA baseball years.” –Brian Lesniak

Photo Credit: Hayley Poff



(from left to right) **Top Row** - Isabelle Beagen, Sophie Pavlidis, Brenna Walczak, Laura Olivier, Hayley Poff  
**Bottom Row** – Julia Hatch, Branwyn Ritchie, Inger Refsdal, Sadie Moore, Isabelle Banker

Pictured to the right, the 2005 ORYA girls’ soccer team. Only a few continue to play soccer in high school. “Over the years I played at least five sports including t-ball, soccer, basketball, tennis, and swimming. In 8th grade, I made the switch to focus on volleyball which continues to be the sport that I play” quoted Brenna Walczak, a senior at ORHS and pictured top row in the middle.

Photo Credit: Matt Segil



(from left to right) Sandro Calzone, Alec Czepiel, Matt Segil

Ski Club was a highlight for many through their middle school years. Friday nights spent at King Pine created memories that would last forever. “Skiing was something I grew up with and something I always loved,” quoted Senior Matt Segil. “This gem is from a day Sandro, Alec, and I took to the slopes at Attitash. After 4 years we’re still skiing together and rocking dope haircuts.”

Photo Credit: Michael Mandeville



(from left to right) **Top Row** - Mike Mandeville, Landon Burt, Nick Lazar, Sean Coit  
**Middle Row** - Aidan Conrad, Conor Fitzhenry, Timo Raeder, Chris Gallant  
**Bottom Row** - Nate Bow, Louis Monterosso, Pat Cammett, Ryan Pitkin, Colby Runk

Pictured on the right is the Oyster River Middle School 2008-2009 7th grade boy’s basketball team. About half the team continued to play basketball through high school. “It is fun to look back to the years when we all played together. I miss it,” quoted Michael Mandeville.



## TOO MUCH TEAM SPIRIT?



Kirsten Weiker  
Guest Sports

When walking down the halls of Oyster River High School, many tend to see all different ranges of styles and attire. On occasion however, someone could walk by senior core and catch a glimpse of a group of boys wearing short shorts and tiny cut off shirts, or step into the lunch room and see a table of girls all wearing sports bras over their shirts. It sounds crazy, but that's what goes on in the halls of ORHS when it's a game day.

This crazy attire is called team spirit, and has been done by the sports teams at ORHS for years. On a game day, home or away, a team picks a theme to go by and dresses to go with it. Props are also involved,

for example the boys' varsity soccer team had a "beach day" theme and brought lawn chairs and pool noodles to school. But how far is too far when it comes to these comical days throughout the year? Athletic director Corey Parker has seen some interesting sights in the past two

years of working for ORHS. Now coming into his third year, Parker has decided to put his foot down and bring attention to the rules that have been in place for quite some time. "It's not like I never gave [teams] warnings. I had a couple situations that crossed some lines, and all I did was pull aside a player or talk to a coach to inform the rest of the team to not do it again," Parker noted.

The "new" rules contain two simple guidelines. Follow dress code, and no props. "The dress code issue should be common

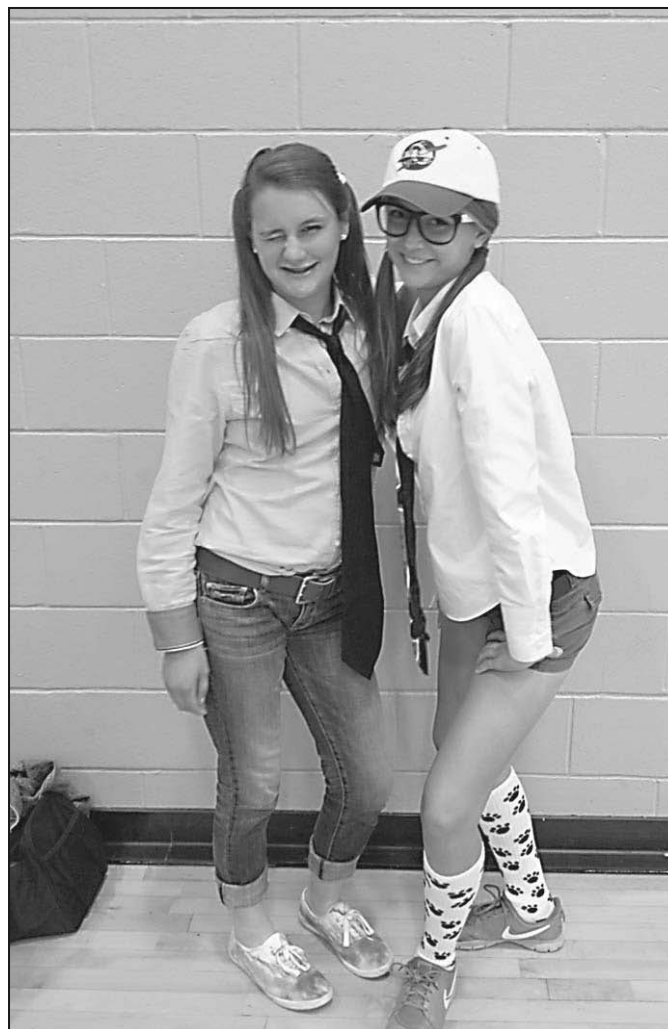
*"I love team spirit. It brings so much attention and we can do so many crazy things, it just adds to my experience as a high school student." -Ellexus Nash*

sense. But the props are what disturb classrooms and become a huge distraction for other students. It states in the handbook that anything that could disturb classroom productivity is not allowed." Parker explained. Parker went on to say that anyone caught with a destructing prop will not play in that day's game.

But how do the students feel about this? Girls volleyball captain Brenna Walczak agreed that some things are a little over

the top and distracting, but "they're meant to make people ask why. So then we can say game day, this place this time." Walczak went on to say that she wasn't informed on the new rule, "The volleyball team came in with pillow pets, and no one said anything. They weren't a distraction so I don't see why props shouldn't be allowed if we're responsible with them."

Alanna Bagdon gave some perspective as a student that doesn't do team spirit. "It's only distracting when we walk into class. That lasts about two minutes and then it's just like normal. Team spirits are fun for everyone; it's great to wonder what we're going to see next." Both Bagdon and Walczak went on to say that team spirits bright-



Jewelina Durant and Dominique "Neeka" Lapanne pose in their nerd themed team spirit for the varsity girls soccer game that day.

en the day and pump people up for the games.

Brendan Whalen is a math teacher at ORHS and had some insight for a teacher's perspective on the topic of team spirits. "The problem isn't with [kids] dressing in crazy outfits and bringing

*"It's human nature to fidget with things. If I have a tennis ball in my hand, I'm bound to bounce it." -Brendan Whalen*

attention to themselves. It's the props I dislike." Whalen went on to talk about situations where they had been a huge distraction in classes. "It's

human nature to fidget with things. If I have a tennis ball in my hand, I'm bound to bounce it." Whalen explained. "I love team spirit. It brings so much attention and we can do so many crazy things, it just adds to my experience as a high school student." Ellexus Nash, varsity soccer player and freshman said. Parker explained the team spirit rules as; "Teams need to discuss on what they are going to do for game day, and then have thier capitain approve it with me."



Ellexus "Lexi" Nash chucks up the deuces in her nerd outfit.







Alex Morrell  
Sports Editor

# ADVANCED GYM

PE for juniors and seniors, better known as Advanced Gym, is a class “designed for students who would like to continue to be physically active throughout their junior and/or senior years,” according to the Oyster River High School Program of Studies 2013-

2014.

Advanced gym is well known for their intense tournaments and an overall more laid back environment, but what is it really all about? With class sizes ranging in the twenties and generally only one advanced gym class per semester, the class is always full of students with determination and competitive attitudes.. Junior Lizzie Silvio stated “it is a beneficial option for those who like to stay active beyond required gym credits and aside from team sports. It is a set time in the day to be active and enjoy team activities with peers.” Senior Noah Hardekopf described advanced

*Advanced gym is “a way to reinforce the idea of getting exercise every-day and working with new people every day.” -Don Maynard*

gym as “a class where everyone gets a say in what they do that on a given day. It’s the students that create the class and environment.” Gym teacher Don Maynard hopes that advanced gym is “a way to reinforce the idea of getting exercise every day and working with new people every day.”

After taking one semester of physical educa-

tion freshman year and a full year of physical education sophomore year, many students are disappointed by the fact that they have run out of options for “gym class” until they hear about advanced gym. Freshman Lou LeRoux thought “[advanced gym] sounds like it could be a fun time because you do not have to learn any games, you can just play.”

More often than not, people are thrown off by the name “advanced gym.” Although it is not the official name of the course, the majority of the student body along with the teachers agrees that this is the more common name. LeRoux believed that the name was a little misleading. “It is an advanced gym class, but that makes it sound too formal for just playing games,” he added. When asked this question,

Maynard chuckled saying “good question, but for the lack of having a better name, it’s the best name I can think of think of.” Hardekopf said, “I wouldn’t say advanced gym is the best name for the class because you don’t have to be advanced in sports. A name more along the lines of independent gym might be a better fit.”

An additional aspect of advanced gym is that there is less teacher direction, and more of an opportunity for students to decide on what they are going to do on a given day. “It gives everyone a chance to speak up about what they want to do and, as a class, can generally find something fun that everyone would have a good time playing without much direction from the teachers,” Hardekopf explained further. Silvio added that she

likes how “it is a set time within the school day to be active and enjoy team activities with peers that otherwise would be neglected.”



Junior Tom Cusack hits the speeder in a tournament game of speed minton.



Gym teacher John Morin huddles up with students tallying up tournament scores.



# FIRST IMPRESSIONS



*Brenna Walczak*  
*Sports Writer*

each grade to see the different opinions of the sport programs at Oyster River High School.

## Soccer:

"Boys and girls soccer I've always thought were probably the most intense sport at Oyster River. Everyone takes it seriously" - Christian Burt (Sophomore).

"They're basically our football team" - Ella Cedarholm (Junior).

I can easily agree with Cedarholm and Burt. Soccer is one of the most popular sports at Oyster River to date. I believe that this is for two reasons. First, we have no football team. I think that if we were to have enough people for a football team, it would create a much different dynamic in the school than currently exists. It would raise the likelihood for the school to have a better sense of school spirit. My second reason would be to the reference popularity of the ORYA recreational leagues. I speak from experience when I say that almost everyone growing up in the district played ORYA soccer at one point in their elementary school career. Because we all started so young, many people have stuck with it throughout the years, making it a highly popular sport at Oyster River.

## Swimming:

"From what I've heard we've always had a decent swim team, that's probably unchanged" - Sean Coit (Senior).

Throughout the process of writing this article I have sadly noticed how some of the most accomplished sports at Oyster River have gone almost completely unnoticed by its students. According to Cedarholm, "Nobody goes to any of the meets," but really how can you expect them too? Honestly, I have never met a high school student who would be willing to sit by a pool for an entire day to watch two minutes of their friends swimming. Yet the girls swim team was the only team to win any championship for the school last year. Maybe they deserve a little more of our support.

## Field Hockey:

"Well I haven't heard a lot which leaves me to believe that they are neither good or bad and therefore don't really attract attention either way" - Skylar Bagdon (Freshman).

This is one of the most accurate statements about Oyster River fans. If we do not hear about the sport doing well, we give it no attention. In fact, in 2011 the field hockey team was amazing, but that year they also graduated a lot of seniors and the team definitely took a hit. The overall feel I got from all of the students is that we really don't know anything about field hockey. I think that we should change that by attending more games. Sophomores Alaina and Colleen Todd said that "it would boost our motivation and confidence to know our classmates are watching our team play." "It would increase our enthusiasm for the game."

## Volleyball:

"Like field hockey, volleyball, I think, is one of the less popular sports at school. It's just unfortunate for volleyball to fall under the same time of year as soccer for

girls. If think that if volleyball was at a different time during soccer season there would be more people playing it. If everyone wasn't so caught up with soccer, I feel like volleyball would have a lot more fans" - Christian Burt (Sophomore).

I disagree with Burt on this one. I think that girls volleyball is one of the most highly attended regular season sports at Oyster River. This also shows that your grade may affect your opinion. Senior Miranda Miller believes that volleyball is one of the most intense sports to watch and the team is full of "really strong girls." As a player I can say that over the past four years varsity volleyball attendance has slowly decreased with each graduating class. Luckily, there is always a core group of seniors there to lead the cheering and bring up the energy in the gym. According to Parker there are approximately "25-35 students and 40-50 parents" that attend each game.

## Lacrosse:

For lacrosse I got a lot of mixed answers. Junior Dan Bevins says that Oyster River lacrosse is the "best team ever, hands down." While at the same time Sophomore Sam Walker thinks that the lacrosse program at Oyster River is "wimpy." Now how can there be such a great difference in opinion? I agree with Dan, I think that the lacrosse team is pretty great. I love to go and watch

their games, but at the same time I think that they don't try as hard as they could in some situations. The one thing I love about the lacrosse team is that they are not afraid to make a fool of themselves with team spirit; they go all out. I think that that shows how much confidence they have as a tea.

## Basketball:

"Really good team and a lot of young talent" - Mi-

randia Miller (Senior).

Miller is right. Over the past four years the girls and boys basketball teams have lost a lot of talented players. On the other hand, they have molded their underclassmen into great players. I think that basketball is so popular for the same reasons as soccer. We all started playing early on. It's going to be interesting this year to see how the teams preform; I can't wait to see who steps up as a team leader like Seniors Claire Salmon or Nick Lazar.

## What sport most needs the schools moral support? :

"I think track because a lot of people tell me that I shouldn't do track because it's just people who don't try and are slackers but they don't give the people that probably do try enough credit"

- Andrea Staples (Freshman).

"Cross country because they work so hard and they never get commended on it" - Sam Walker (Sophomore).

"Unified soccer" - Dan Bevins (Junior).

"They all do really, the athletes get so much energy from the crowd, but I can't think of a single one that needs it more than another" - Sean Coit (Senior)

Coit says it best: no sport at Oyster River deserves our support more than the next. As such an athletic school, I think we can all relate to how good it feels to have people cheering for us on the sidelines. I don't think that the amount of wins a team has should impact the amount of support they get from our school. Overall, all of our sports are looked upon with respect by our students and that is why over half our students choose to play a sport at Oyster River High School.

*71% of Oyster River students play at least one school sport.*



Photo Credit: Sam Colby



DOODY: DEDICATION AND DETERMINATION



Evan Gordon  
Guest Sports Writer

“Maegan showed up on day one of pre-season and gave 100%. I know she will continue to give 100% until she crosses the finish line of her very last race,” explains Eliza Balch, captain of the ORHS cross country team.

Maegan Doody, a sophomore at Oyster

River is the number one varsity runner on the girls cross country team and ranked as one of the top in the state for the 2013-2014 cross country season. According to her coach, teammates, friends and parents, her drive and dedication to the sport she loves plays a significant role in her success.

Finishing 9th last year at the NH Cross Country Meet of Champions with a 5K time of 18:58, Doody was proud to be recognized as one of NH’s top runners, not to mention her

*“I didn’t know I could be 7th place finish one of the top runners!”*  
- Maegan Doody

England Interscholastic Championships meet in the 800 meter with a jaw dropping time of 2:12.66. “I didn’t know I could be one of the top runners!” she exclaims. Doody finished freshman year with an astonishing number of accomplishments under her belt, including an array of newly broken school records between cross country, indoor track, and outdoor track.

This year, she is starting out the season with much more experience and confidence than she had as she entered high school. Doody’s goals for this season are to place top five at Meet of Champions and break the 18:30 mark, a time only fantasized over by the majority of her competitors. These goals may seem far fetched, especially with a nagging hip injury that Doody acquired during indoor track season last year, but Coach Fergus Cullen states, “The sky is the limit for Maegan.”

During the summer, there was seldom a day Doody didn’t go out for a run. “I put in a lot of mileage over the summer to build up a solid [mileage] base,” she explains. “The goal with that kind of summer training is to start the season able to handle longer and harder workouts.” With that kind of dedication, it’s hard not to have to make other sacrifices. “She would have to coordinate when we hung out around running in 90 degree weather,” Doody’s close friend Abby Colby recalls. “It just shows how motivated she is.”

It might be hard to understand why Doody finds this enjoyable, but she has a similar

mindset to that of most competitive runners. “I like the pressure of competing against others, but running against myself as well. I also love how team oriented the sport is despite the individuality. It’s unique,” she says.

According to Balch, Doody is a positive influence for the tight knit group of girls. Balch explains that her hard work rubs off on the other runners on the team, and now as a more experienced runner, Balch knows Doody is someone who can always be counted on to set a phenomenal example. “Maegan always puts her best out there,” she says. When Balch was a freshman

she witnessed similar traits to Doody’s



Photo Credit: Maegen Doody

Doody taking the lead at the Division 2 State XC Meet where she placed 6th.

as Doody or Slavin to possess, yet they both do to the fullest,” explains Balch.

The fact that Doody is so determined helps her greatly with running. “I’ve never heard her complain,” Balch states. Doody accepts how hard and painful her sport can prove to be and doesn’t give up because she is always striving to be the best she can be. “Maegan is one of the strongest willed people I have ever known,” says Colby, who expresses her admiration of Doody’s strong passion. Besides the traits she possesses, Doody also stresses that her coaching and team’s sup-

*“She never settles for mediocre”*  
- Sean Doody

port helps her to be the best she can be. Doody’s success doesn’t stop when she isn’t running, though. She is a stellar student and according to others, the personality traits that make her such a strong runner also carry into other aspects of her life. “With many runners you will find an all around determined person,” Colby says. “She never settles for mediocre.” Doody’s father, Sean Doody recognizes her strong work ethic and willingness to succeed. “She drives hard to succeed in everything she does,” he says.

To reach her full potential as a runner, Doody’s coach explains how she must continue to be motivated, which can be challenging for a young athlete who is already so successful. Her father believes that Doody needs to keep doing what she’s doing and have fun. Both Cullen and her dad are confident that if she stays focused, she will be able to rise to the top of the state and possibly even New England during her high school career, as well as run for any division one college in the nation, of which Doody expressed interest. She isn’t sure if she wants to run professionally, but declares without a doubt, “I always want running to be a part of my life.”

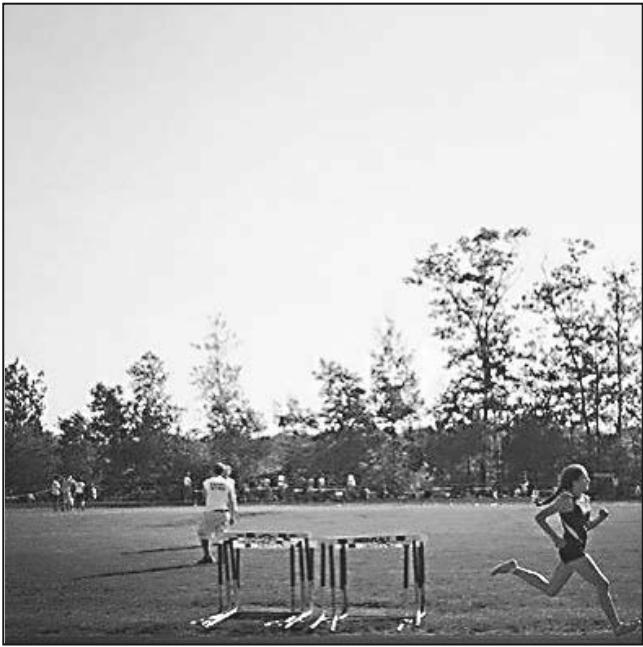


Photo Credit: Maegen Doody  
Doody, above, running an 800 meter race at the outdoor track meet of champions.

in Marina Slavin, one of the best runners in Oyster River’s history. “Dedication to the team and not just individual performance, as well as pure modesty are rare traits for someone as talented





# SPORTS ANECDOTES



Matt Segil  
Editor in Chief

See If you can match up the following stories with their narrators!

Michael Mandeville:  
ORYA Soccer: 6th grade

So I remember it was a really windy day, whenever we kicked the ball in the air it would fly all over the place. We were setting up for a game of 7 on 7. We only had one goalie on the team at the time (Griffin Sperry). So we needed another goalie, and Sandro volunteered. We were playing for probably about 5 minutes, and then it happened... A huge gust of wind blew, and then the soccer net fell directly on Sandro's head. And he just collapsed. Everyone was running over towards him screaming and yelling. Then Sandro got up, said he was fine, and his head didn't hurt at all. And that's when we started calling him "Lead Head".

Claire Salmon:  
ORHS Track: 11th grade

So I would jokingly do a few hurdles at (track) practices and have Nick (Richard) try and teach me some tricks but nothing substantial. For the coe-brown meet he signed me up for them and it was a cold rainyish day so the track was moist and I didn't have spikes or any good running shoes. The race started and I was like I got this, imma suck, but I got this and then the first hurdle came up and I hit it with my back foot. I stumbled to the second hurdle, stood up, looked around and just walked off the track.



With roughly 2/3rds of Oyster River playing at least one sport almost everyone has a story. A story of that time a hawk flew off with the game ball, or a dog ran onto the field scoring the winning goal. The reality is things rarely go exactly as planned and sometimes they devolve into hilarious discord. The following is a brief glimpse of some of Oyster River's finest athletes and the moments they experienced together.

*And then I defecated in my trousers.*  
-Alex Eustace



Alex Eustace:  
ORYA Lacrosse: 8th Grade

So it was lacrosse practice. It was the Monday after a weekend and I had just gotten back from a trip down to NY where the problem originated. Now earlier that weekend I had eaten some bad shrimp or something and I got some pretty nasty food poisoning. So, the morning of said Monday I felt pretty good, I decided I would be able to go to practice later that day. So I went to practice and everything was going pretty well, but then about halfway through I started feeling queasy and getting cramps. I thought it was just from the running because I had been pretty lazy. Then eventually I realized what was actually happening and I began to have a bit of a panic attack. And then I defecated in my trousers.

And so then people started to take notice of the aroma. And I tried to play along with it. People were saying stuff like oh who stepped in dog crap, and I was asking the same questions. Playing the fool. Until eventually I had to go one on one with Alex Hopkins and we had to get really close to each other, at which point he discovered the origin of the scent and pretty much put two and two together. And to this day I have never forgotten that one time at lacrosse practice that I crapped my pants. The worst part was I couldn't just leave but and to finish out the practice.

K-Dot:  
ORHS: 9th Grade

Freshman year when I had long hair, I was told to run in the 4X2 relay race with Jan Bartos and two others. I didn't have short shorts for the race so Sean Coit let me borrow his for the race. In the race, even though we were losing I ran with my arms back like the were the wings of a plane as I passed by the crowd. They all were laughing with me.

Colin Runk:  
Okay, so we were at providence basketball camp and T-chill (Trevor Chillcott) was on the court. And basically T-Chill goes to take a charge from this really big guy and just gets decked. Falls backwards but takes the charge pretty well. Then the referee called a foul on T-Chill who then starfished his limbs out in surprise and outrage. Then the ball that kid had shot toilet bowled into the net and hit T-Chill right in a sensitive area. Then he got subbed out. Not a good day for T-Chill.

